

Open Research Online

The Open University's repository of research publications and other research outputs

Leadership and multicultural education: An analysis of multicultural leadership practice in a Cypriot primary school

Thesis

How to cite:

Savvidis, Thanasis (2012). Leadership and multicultural education: An analysis of multicultural leadership practice in a Cypriot primary school. EdD thesis The Open University.

For guidance on citations see [FAQs](#).

© 2012 The Author



<https://creativecommons.org/licenses/by-nc-nd/4.0/>

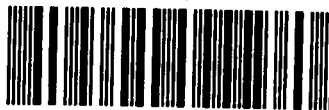
Version: Version of Record

Link(s) to article on publisher's website:

<http://dx.doi.org/doi:10.21954/ou.ro.0000ee74>

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online's data [policy](#) on reuse of materials please consult the policies page.

oro.open.ac.uk



**Leadership and multicultural education: An analysis of multicultural
leadership practice in a Cypriot primary school.**

Thanasis Savvidis

BA, MEd

**A thesis submitted in fulfillment of the
requirements for the degree of
Doctor of Education
(EdD)**

2011

The Open University

Centre for Research in Education and Ed Technology (CREET)

DATE OF SUBMISSION: 31 OCTOBER 2011

DATE OF AWARD: 11 SEPTEMBER 2012

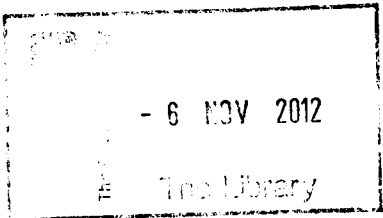
ACKNOWLEDGEMENTS

The writing of this thesis has been a long and interesting journey. As I come to the end of this journey I would like to acknowledge and give thanks to those people who have contributed to the completion of this thesis. Without their support and encouragement this thesis would not have happened.

I am most grateful for the continued guidance and support provided by my supervisor, Dr. Jane Tobbell. Her constructive advice through open discussions on how to conduct and present this research has been invaluable to me and gave me the confidence and encouragement needed to sustain my efforts throughout the entire duration of this study.

I am also grateful to Dr. Jane Cullen and Dr. Christine Wise for their insightful comments and suggestions on my thesis draft.

Finally I would like to thank the school's headteacher, teachers, parents, students and community members who volunteered to participate in this study and generously shared their perceptions. I thank them for their time and openness during our discussions, interviews and observations.



T 372.12012095693 2011
Consultation copy
ii

DEDICATION

I dedicate this dissertation to my dear wife Christina and my children, Elena and Andreas, who encouraged me to pursue this dream and spent a lot of time alone while I completed my degree. Their love, patience and support gave me the strength to achieve this degree.

I also dedicate this thesis to my parents who helped to support me financially and emotionally during this journey. They always encouraged my education and this achievement is part of their love and appreciation of education.

ABSTRACT

This study set out to gain an understanding of the leadership practice in response to the multicultural orientation of education due to the increasingly multicultural environment of schools in Cyprus. The research aimed to analyse the complexity of leadership and ME by investigating the different school stakeholders' roles in and contribution to the leadership behaviour and practice of ME in a Cypriot primary school.

Aiming to provide an in depth and rounded view of the beliefs and behaviours of the different stakeholders that may affect the processes of leadership practice for ME, the study adopted a qualitative, case study design. Purposive sampling and criterion-based selection were used to select a primary school and to identify stakeholders within that school to participate in the study. The participants were the headteacher, teachers, parents, students and inspector of the school.

The main research instrument employed was the semi-structured interview. Other data collection methods included observation, concept map, conversation, documents and open questionnaire. Data were analysed using thematic analysis by employing themes and codes both preconceived as well as grounded in the data. The study used Bronfenbrenner's (1979) ecological model as a conceptual framework to analyse the evidence and examine the research aims.

The findings reveal the complexity of multicultural leadership practice and the influence of the different school stakeholders' beliefs and behaviour. Furthermore, the research findings

highlight the importance of a moral, democratic and distributed discourse of leadership in response to multiculturalism, accompanied by forms of transformational and instructional leadership. Another outcome is that the practice of multicultural leadership is affected by the ecological system of the school in various ways. Finally, some behaviours and characteristics (conceptualizations of ME, multicultural competence, celebrating diversity, parental and communal involvement, state support, school culture, relationships, curriculum, collaboration, experience and personal qualities, school's support system) are presented as those that may enable or disable multicultural leadership practice in the school in numerous different ways.

The findings discussed in this report provide important data that could be interesting for researchers and professionals in the field of educational leadership, multicultural education and school policy. These concern school stakeholders (teachers, headteachers, students, parents, governors and inspectors), policy makers and providers of leadership professional development programmes.

ABBREVIATIONS

GLLC	: Greek Language Learning Classes
H	: Headteacher
I	: Interviewer (researcher)
IN	: Inspector
ME	: Multicultural Education
MOEC	: Ministry of Education and Culture of Cyprus
O	: Observer (researcher)
PA1, PA2	: Parent 1, Parent 2
PIC	: Pedagogical Institute of Cyprus
S1, S2 etc.	: Student 1, Student 2 etc.
T1, T2 etc.	: Teacher 1, Teacher 2 etc.
WDS	: Whole Day School
ZEP	: Zone of Educational Priority

TABLE OF CONTENTS

<u>Contents</u>	<u>Page</u>
ACKNOWLEDGEMENTS	ii
DEDICATION	iii
ABSTRACT	iv
ABBREVIATIONS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
CHAPTER 1: INTRODUCTION	1
1.1. Rational and importance of the research	1
1.2. Research focus and aims	2
1.3. My personal interest and background	4
1.4. Overview of the thesis	5
CHAPTER 2: LITERATURE REVIEW	7
2.1. Multicultural education	7
2.1.1. Multiculturalism	7
2.1.2. Multicultural education in Cyprus: the context	8

2.1.3. The meaning of multicultural education	10
2.1.4. A dynamic and evolving movement	12
2.1.5. Practising multicultural education	15
2.1.6. The complexity of multicultural education	19
2.1.7. Teachers' multicultural competence/sensitivity	21
2.1.8 Section summary	23
2.2. Leadership for multicultural education	24
2.2.1. The crucial role of leadership	24
2.2.2. Leadership for school improvement	25
2.2.3. Rethinking effective school leadership for 'the best interests of students'	28
2.2.4. Multicultural leadership	31
2.2.5. Which leadership style and practice for ME?	33
2.2.5.1 <i>Leadership and leadership styles</i>	33
2.2.5.2 <i>Multicultural leadership strategies and models</i>	40
2.2.6. Characteristics of effective multicultural leadership	42
2.2.7. Other factors affecting multicultural leadership	46
2.2.7.1 <i>Staffs' CPD</i>	46
2.2.7.2 <i>School culture</i>	47
2.2.7.3 <i>Parental and community involvement</i>	49
2.2.7.4 <i>State policy – Curriculum</i>	50
2.3. Summary: The complexity of multicultural leadership	52
3.3.1. Research aims and questions	54
CHAPTER 3: METHODOLOGY	56
3.1. Ontological considerations	56
3.1.1. Defining the research strategy	57
3.1.2. Complexity Theory	59
3.2. Epistemological considerations	60

3.2.1. Urie Bronfenbrenner's Ecological System Theory	60
3.2.1.1. <i>Using an ecological model in leadership research</i>	61
3.2.1.2. <i>Empirical research using the model</i>	64
3.3. Research aims and questions	65
3.4. Research Strategy	66
3.4.1. Which method?	67
3.4.2. Defining case study	69
3.4.3. The case study paradox	70
3.4.4. A case study typology	73
3.4.5 Trustworthiness	75
3.4.3. Transferability	78
3.4.4. Identifying participants	79
3.4.4.1. <i>The school</i>	81
3.5. Data collection	82
3.5.1. Interviews	84
3.5.1.1. <i>Semi-structured interviews</i>	84
3.5.1.1 <i>Focus group interviews</i>	90
3.5.2. Qualitative questionnaire	91
3.5.3. Observation	93
3.5.4. Conversation	94
3.5.5. Documents	95
3.5.6. Field-notes	96
3.5.7. Concept maps	96
3.6. Ethical issues	99
3.6.1. Ethical dilemmas	100
3.7. Data Analysis	101
3.7.1. Which process?	102

3.7.2. Thematic Analysis	103
3.7.2.1. <i>Familiarizing with the data</i>	104
3.7.2.2. <i>Generating initial codes</i>	107
3.7.2.3. <i>Sorting codes into themes - Generating categories</i>	108
3.7.2.4. <i>Reviewing themes</i>	110
3.7.2.5. <i>Defining and naming themes</i>	111
3.7.2.6. <i>Producing the report</i>	111
3.8.3. Conclusion	112
CHAPTER 4: ANALYSIS	114
4.1. Presentation of findings	114
4.1.1. Micro-system 1: Headteacher	114
4.1.1.1 <i>Studies and professional development</i>	114
4.1.1.2. <i>The value of experience</i>	115
4.1.1.3. <i>Characteristics and style</i>	116
4.1.1.4. <i>Headteacher's beliefs and perceptions</i>	122
4.1.2. Micro-system 2: Teachers' Multicultural Competence	125
4.1.2.1. <i>Attitudes and perceptions</i>	125
4.1.2.2. <i>Knowledge and understanding</i>	126
4.1.2.3. <i>Skills and act</i>	129
4.1.3. Micro-system 3: Students	133
4.1.3.1. <i>Students' multicultural competence</i>	133
4.1.3.2. <i>Student behaviour and characteristics</i>	134
4.1.3.3. <i>Students' organization – Students' voice</i>	135
4.1.3.4. <i>Student Problems</i>	136
4.1.3.5. <i>Students supporting students</i>	136
4.1.4. Meso-system: School Culture	137
4.1.4.1 <i>Multicultural display</i>	137
4.1.4.2. <i>School climate</i>	138
4.1.4.3. <i>Relationships</i>	140

4.1.5. Meso-system: Leadership	145
4.1.5.1. <i>Vision and Targets</i>	146
4.1.5.2. <i>Leadership characteristics</i>	149
4.1.5.3. <i>Leadership style</i>	150
4.1.5.4. <i>Leadership strategies</i>	152
4.1.5.5. <i>Leadership practice</i>	160
4.1.6. Exo-system: Parents and Community	166
4.1.7. Macro-system: State	172
4.2. Analysis of findings	178
4.2.1. Analytic lens	178
4.2.2. Aim 1: Analysis of leadership in response to multicultural Education	179
4.2.2.1. <i>Moral and social justice leadership</i>	179
4.2.2.2. <i>Democratic and distributed Leadership (Collaboration – Decision making – Empowerment)</i>	182
4.2.2.3 <i>Distributed leadership (Sharing – Participating – Contributing)</i>	185
4.2.2.4. <i>Transformational leadership</i>	187
4.2.2.5. <i>Instructional/pedagogical leadership</i>	192
4.2.3. Aim 2: The school stakeholders' roles in and contribution to multicultural leadership practice	200
4.2.3.1. <i>'ME is for non-Greek-Cypriot students.'</i>	201
4.2.3.2. <i>'At the end, what we do is assimilation, not integration. That's what we really do, unfortunately.'</i>	202
4.2.3.3. <i>A gap between the micro-system and the macro-system</i>	205
4.2.3.4. <i>School's autonomy Vs State's centralization</i>	207
4.2.3.5. <i>Involving parents and the community</i>	209
4.2.3.6. <i>Personal qualities and values</i>	213
4.2.3.7. <i>Experience factor</i>	216
4.2.4. Aim 3: Emerging characteristics that may enable or disable the practice of multicultural leadership	218

4.2.4.1. <i>Disabling characteristics (Needs/Problems/Difficulties)</i>	218
4.2.4.2. <i>Enabling characteristics (Opportunities/Strengths)</i>	224
4.2.4.3. <i>The duality of enabling and disabling characteristics</i>	228
4.3. Summary	231
4.4. Conclusion	233
4.4.1. The school’s Systemic Ecological Model	236
CHAPTER 5: CONCLUDING REMARKS	240
5.1. Implications for practice – Professional Recommendations	240
5.2. Recommendations for future research	245
5.2.1. Carry out similar research in a variety of contexts	246
5.2.2. Investigate staff’s multicultural competence	246
5.2.3. Explore specific characteristics and practices	246
5.3. Limitations	247
REFERENCES	249
APPENDICES	268

LIST OF TABLES

- Table 1:** The 3 Ps of ME (p. 12).
- Table 2:** Gay's (1994) 'goal clusters' and aims of multicultural education (p. 15).
- Table 3:** Terms and types of research strategies (p. 57).
- Table 4:** The approaches concerned in my study (p. 58).
- Table 5:** Five misunderstanding about case study (p. 72).
- Table 6:** Techniques of trustworthiness in the case study (p. 78).
- Table 7:** Systems, themes and methods of the research methodology (p. 82).
- Table 8:** Students participating in group interviews (p. 89).
- Table 9:** Teachers' answers (p. 146).
- Table 10:** Enabling and disabling characteristics and practices (p. 228).

LIST OF FIGURES

Figure 1: Circles of a child's identification (Banks, 2006) (p. 14).

Figure 2: The ecological model of this case study (p. 63).

Figure 3: The typology of my case study (p. 75).

Figure 4: A teacher's concept map (p. 98).

Figure 5: Bennet's DMIS (p. 221).

Figure 6: The school's ecological model (p. 237).

LIST OF APPENDICES

APPENDIX 1:	Consent letter for teachers', headteacher's, parents', inspector's interviews
APPENDIX 2:	Instruments, participants, products
APPENDIX 3:	Headteacher's interview plan
APPENDIX 4:	Teachers' interview plan
APPENDIX 5:	The headteacher's 1st interview (transcription)
APPENDIX 6:	Teachers' questionnaire
APPENDIX 7:	Observation schedule
APPENDIX 8:	List of documents collected
APPENDIX 9:	Transcript of a field-note
APPENDIX 10:	Concept map – transcribed document
APPENDIX 11:	Interview summary sheet
APPENDIX 12:	Field-note sheet
APPENDIX 13:	Set 'Headteacher'- Free coding from Headteacher's interview 1 (Nvivo)
APPENDIX 14:	Final Tree Nodes
APPENDIX 15:	2nd Analysis: Meanings
APPENDIX 16:	Micro-system's 1 Ecological map: Headteacher
APPENDIX 17:	Micro-system's 2 Ecological map: Teachers
APPENDIX 18:	Micro-system's 3 Ecological map: Students
APPENDIX 19:	Meso-system's Ecological map: School culture
APPENDIX 20:	Meso-system's Ecological map: Leadership

APPENDIX 21: Exo-system’s Ecological map: Parents and Community

APPENDIX 22: Macro-system’s

APPENDIX 22: Students’ group interview plan

APPENDIX 22: Parents’ interview plan

APPENDIX 22: Inspector’s interview plan

CHAPTER ONE

INTRODUCTION

1.1. Rational and importance of the research

The modern world experiences increased societal changes and complexity due to globalization and immigration movements. As a part of society, the school environment has been transformed into a more dynamic and complex one than in the past (Crow, 2006; Brauckmann and Pashiardis, 2011). Researchers in Cyprus noted the significance of the implementation of multicultural education (ME) since an increased number of people from different ethnicities and cultures (non-Greek-Cypriots) have settled in the country over the last decade. Another reason for the increased interest in ME has been the 2004 accession of Cyprus to the European Union in which supports multiethnic contact and dialogue.

Existing research on ME in Cyprus is rare and has mainly focused on attitudes and perceptions of teachers and headteachers and on the teaching strategies used to facilitate students' cultural diversity. An ethnographic case study (Angelidis *et al.*, 2004) of a primary school in Cyprus examined what actually happens in the classroom, the strategies teachers use to manage diverse students and the Ministry's role with respect to the education of these students. Leadership was not the focus of this research even though suggestions regarding the school climate, the teachers' professional development, the teaching methods and the curriculum are related to it. In another study, Trimikliniotis (2004) examined the way by which the Cyprus educational system reproduces

discriminatory patterns via an ethnically divided educational model, in spite of some efforts to introduce multicultural elements of local nature. In their research study, Panayiotopoulos and Nicolaidou (2007) focused on teachers' awareness of multicultural issues and the pupils' and parents' attitudes and perceptions. The research revealed a tension between the Greek-Cypriot and non-Greek-Cypriot parents' perceptions. Furthermore, it noted the importance of in-service training of all teachers on multicultural issues and suggested that reception classes for language learning should be expanded. Again, the role of leadership was not a facet of this study. In contrast, Zembylas and Iasonos (2010) reported the first study in Cyprus that actually examines leadership matters related to multiculturalism. Their study has examined the relationship between leadership styles and multicultural education approaches. However, this exploratory study is limited by the fact that only the views of the headteachers have been examined.

It is apparent from the research review above that there is a lack of research on the field of multicultural leadership (the term is explained in the next chapter) in Cyprus. Therefore, this research focuses on issues related to the leadership practice for the management of ME in a Cypriot primary school in an attempt to fill the existing gap.

1.2. Research focus and aims

In response to the view that ME is a process of school improvement and development (Banks, 1993; Baptiste, 1999; Grant and Sleeter, 2003; Nieto and Bode, 2007), the study employs Bronfenbrenner's (1979) ecological model to structure the different societal and relational levels of influence around the ways leadership uses to approach ME into the

school. As Spillane et al. (2001) have noted, to study school leadership one must attend to leadership practice rather than mainly or exclusively to school structures, programs and designs.

‘An in-depth analysis of the practice of school leaders is necessary to render an account of how school leadership works. Knowing what leaders do is one thing, but without a rich understanding of how and why they do it, our understanding of leadership is incomplete.’ (p.23)

Therefore, this study analyses the school multicultural leadership practices and examines other factors that are influential such as the teachers’ attitudes and multicultural competence, the school’s culture (climate), the students’ perceptions, the parents’ and community’s role and the government’s policy and actions on multicultural education. Thus, it provides an ecological perspective of the beliefs and practices surrounding multicultural leadership practice in the school, based on Bronfenbrenner’s (1979) model.

In particular the study aims:

1. To analyse leadership in response to diversity and ME in a Cypriot primary school.
2. To investigate the different school stakeholders’ (headteacher, teachers, students, parents, community, and state) roles in and contribution to multicultural leadership practice in a Cypriot primary school.
3. To explore any emerging characteristics in the school’s ecological system that may enable or disable the practices of leadership for multicultural education.

The research views leadership as a complex system that is influenced by different school agents in the micro meso, exo and macro systems (these are analysed further in chapter 3) of the organization. The use of Ecological Theory (Bronfenbrenner, 1979) as a conceptual

framework to study this complex system of leadership and ME has shaped the research design and informed the understanding of this complex phenomenon. The study considers the various schools's embedded systems (teachers, headteacher, students, parents, community and state) that may influence the practice of leadership in response to the application of multicultural education in the school. Specifically, the study investigates the school's leadership aims, vision, values and methods (practices, strategies and styles) in inculcating multicultural education in the school. Moreover, the research explores the teachers' multicultural sensitivity/competence (Horenczyk and Tatar, 2002; Sogunro, 2001; Henson, 2006) in the form of attitudes, knowledge and skills on issues of multicultural education. Also, the students' perceptions and behaviour are considered along with the parents' beliefs on the practice of ME in the school. Finally, issues of policy are examined in view of the Ministry's target and support in achieving ME (Gay, 1994; Angelidis *et al.* 2003, 2004).

1.3. My personal interest and background

I have been working as a teacher in Cypriot primary schools for the past seventeen years. During the last 10 years I have noticed that the increasingly large number of non-Greek-Cypriot students in Cypriot schools have had an impact on perceptions and practices about teaching and learning. The importance of applying multicultural values in the school context has emerged as a stipulation to the societal changes taking place in my country and as a consequence of the increasing globalization in the world. As a practitioner teacher I have been interested to find out how ME is applied in the school and how the leadership practice facilitates this in the school context. In undertaking the research, my wish was: to

continue to pursue a lifelong personal educational journey of which this research would be a part, to understand the potential of applying ME in Cypriot schools in general and in my own teaching and leadership practice more specifically and to investigate any beliefs and acts in the wider school systems that could enable or disable the leadership practice for ME in a school. Apart from these, the prospective of becoming a school deputy or a headteacher in the near future has increased my personal interest in the topic and it seemed important, from a motivational point of view, to undertake this research.

1.4. Overview of the thesis

The report is presented in chapters. Chapter 2 is a literature review of the two basic topics deemed to be relevant to the study: multicultural education and leadership. The first section introduces multicultural education (meaning, values, processes, practices) and the second presents the literature on leadership (effective leadership, multicultural leadership, leadership styles for multicultural education, leadership and school improvement). Chapter 3 deals with the methodological issues related to the study. The ontological and epistemological considerations that have been used to decide upon the specific qualitative design of this research are also discussed. This chapter also presents the conceptual framework of the research. It contains an explanation of the qualitative techniques that were employed when collecting and analysing the data. The chapter continues with a description of the sampling approach and the way the participants were chosen. An examination of the issues of trustworthiness of the study follows this. The chapter concludes with a discussion of the ethical considerations of the research method. Chapter 4 constitutes the analysis part of the research. First it provides a thick presentation of findings based on the systemic

ecological model of the school. What follows, then, is an interpretation of the significant research findings in relation to the literature reviewed in Chapter 2 is what follows. Finally, the findings, as they relate to each of the specific research questions, are discussed in detail. Chapter 5 concludes with a presentation of the research conclusions and a discussion of implications and future research recommendations.

CHAPTER 2

LITERATURE REVIEW

2.1. Multicultural Education

The literature review covers the two main areas of the study. The first section concentrates on multicultural education. It starts with analyzing the concept of multiculturalism and then it presents the meaning of multicultural education as a process and a reform movement. An overview of the context of the school and the education system in Cyprus in relation to multicultural education is also presented. It further focuses on the aims of ME and the section concludes with a consideration of the different factors/agents that influence its implementation. The second section considers leadership: the crucial role of leadership for school improvement in a multicultural context, the different leadership styles and the characteristics of effective leadership for multicultural education are analysed in this section. Moreover, the term multicultural leadership is analysed in this section. Finally, the complexity of leadership in a multicultural context and the different school agents that affect multicultural leadership are discussed.

2.1.1. Multiculturalism

Multiculturalism is the concept that emerged as an attempt to implement characteristics of race equality, human rights and social justice in education and continued as a focus on cultural diversity, equal opportunity and global interdependence (Banks, 1977; Cole, 1984; Ramsey et al., 2003). The idea of multiculturalism strongly affirms acceptance and equal

educational opportunity and it relates to the care for diversities in an integrated school setting (Yeung, 2006).

Baptiste's (1999) definition of multiculturalism confirms the above:

Multiculturalism is a comprehensive philosophical reform of the school environment essentially focused on the principles of equity, success, and social justice for all students. Equity is the result of changing the school environment, especially the curriculum and instruction component, through restructuring and reorganizing so that students from diverse racial, ethnic, and social classes experience educational equality and cultural empowerment (p.107).

This definition highlights the importance of equality and justice for all students and implies that in order to achieve this, the school environment, curriculum and instruction must change in response to the diverse school population. The ultimate goal, however, is to change society. Therefore, multiculturalism is a movement for social reconstruction, a view parallel to Gay's (1994) proposal to use a social action approach so that students learn how to become social critics and change agents. It is also similar to Grant and Sleeter's (2003) five approaches to multicultural education, 'moving beyond simple acknowledgement of diversity to a social reconstructivist critique' (Riehl, 2000, p.65).

2.1.2. Multicultural education in Cyprus: the context

Cyprus has been a multicultural society for centuries in the sense that the Cypriot population has been a diverse one synthesized by different cultures and ethnic groups: Greeks (80%), Turks (18%), Armenians, Maroons, Latinas and English (2%). After the enforced division of the island in 1974, the Greek Cypriot educational system (that is

investigated in this research) has been characterized by a monoculture domain, founded on the 'Hellenocentrism discourse' (Philippou, 2007, p.252), an ideology that emphasizes Greek ethnic identity. Thus, the Greek-Orthodox culture has prevailed in every policy, curriculum design and targeting of education and has shaped Cypriot education. Since the late 1990's though, an increasing number of immigrants have settled in the country resulting in an increase of the non-Greek-Cypriot students in schools. According to the statistics of the Ministry of Education and Culture (MOEC) the non-Greek-Cypriot students in Cypriot primary schools in 2010 – 2011 reached 14% of the student population in contrast to the 7% in 2005 – 2006. Similarly, according to the Yearbook Population Statistics 2006 of Eurostat, Cyprus was ranked first in the percentage of pure immigration which accounted 2.1% of its population (Spaneas et al., 2011, p.10).

Philippou (2007) argues that the Cypriot educational system struggles to change in the era of multiculturalism because of its long cultivated homogeneous, monolingual and monocultural orientation based on its Hellenocentric domain. The change in the context of society has been so rapid that the Ministry of Education and Culture (MOEC) seems to have been taken by surprise. The first time that the issue of multiculturalism in education had been pointed out officially was in a memorandum of the MOEC in school year 2001-2002 which acknowledged that Cypriot society and schooling are becoming ethnically and culturally diverse and which announced the government policy to facilitate multicultural education. The policy concerned the formation of Greek Language Learning Classes (GLLC) and provision for the smoother integration of non-Greek-Cypriot students in the Cypriot school.

The MOEC is responsible for the implementation of all educational laws and policies in schools. Also, the financing of public schools, the preparation of budgets and bills relating to education, the decision for which schoolbooks are to be used, the basic resource allocation and distribution and the teachers' positioning (or transfers) to schools are all controlled by the state. These makes the education system highly centralized (Pashiardis, 2003).

As it appears later on at this section the essence of multiculturalism as a philosophy of social justice, equal opportunities and democracy in education which call for more freedom in the school context so that ME is successful is in contrast with the Cypriot centralized educational system. Scholars (Glickman et al., 2010; Snowden and Gorton, 2002) argue that if we wish to demonstrate the qualities of a democratic system, then our educational system must be characterized by democracy and decentralization. In view of this existing contradiction between espoused theories (decentralization) and theory in use (centralized Cypriot educational system), this research aims to investigate the role of the educational system in the process of implementing multicultural education in the school context. More specifically it aims to answer: How do the Cypriot educational system and state policy affect the multicultural leadership practice in the school?

2.1.3. The meaning of multicultural education

Based on the notions of multiculturalism, ME appears in the literature in various ways such as an idea, system, process, movement or philosophy (Bennet, 2003; Banks, 2001; Grant and Sleeter, 2003; Nieto and Bode, 2007) to transform the whole educational system that will ultimately extend to society. Apart from this plurality in characterizing what ME is, the

definitions of ME also vary, since some scholars highlight the principles surrounding it, others underline the importance of the diversity of groups and others rely on the process and provide directions for school reform.

For example Baptiste (1979) emphasizes the principles of ME when he defines it as an educational system that promotes the principles of equality, mutual respect, understanding and acceptance and notes that it is characterized by cultural pluralism. On the other hand, Banks (1993) points out the change orientation that ME should have in his definition. He names ME as an educational reform movement whose major goal is to change the structure of schools, so that all students have an equal chance to achieve academic success. This is what Bennett (2003) also implies when referring to an approach to teaching and learning that is based upon the values of equality and democracy, which can foster cultural pluralism and educational equity.

Reviewing the different definitions, I would argue that the use of three terms would comprise the different aspects of ME that are common to all considered definitions. These terms are Principles, Process, Purposes and I call them *the three Ps of multicultural education*. Hence, I support the view that the most comprehensive definition of ME is the one given by Nieto and Bode (2007), because it reveals the complexity and highlights the three Ps of ME. In table 1 I present my suggestion of using the 3 Ps as the terms that best define ME in correspondence with Nieto and Bode's (2007) definition. I suggest this as a helpful tool for researchers to use when analysing the meanings and understandings people have of multicultural education.

The three P's of ME	The definition of ME (Nieto and Bode, 2007, p44)
Principles	Rejects <i>racism</i> and <i>discrimination</i> in schools and society. Affirms <i>pluralism</i> and <i>pedagogical equity</i> . Promotes <i>democratic principles of social justice</i> .
Process	A <i>process</i> of comprehensive <i>school reform</i> . Permeates schools' <i>curriculum</i> and instructional <i>strategies</i> as well as the <i>interactions</i> among teachers, students, and families. Uses <i>critical pedagogy</i> .
Purposes	Comprehensive <i>school reform</i> and <i>basic education</i> for all students. <i>Teaching and learning</i> <i>Social justice</i> Focuses on <i>knowledge, reflection, and action</i> (praxis)

Table 1. The 3 Ps of ME.

It is obvious by the definition above that the meaning of ME as a process that through democratic principles (values) and pedagogy equity is implemented in the school curriculum and environment, implies that the process of applying ME is not a simple one. It involves many school stakeholders whose interactions and relationships are influential in aiming at the whole school reform and improvement. Thus, in the following sections I argue that the process of practicing ME in schools is a complex and dynamic system and it should be studied as such.

2.1.4. A dynamic and evolving movement

As noted in the definitions in the previous section, ME is considered a reform movement that aims to change society. As such, I would argue, it is by itself a dynamic process in a

changing world, meaning that it is embedded in society which is constantly in flux. Levinson's (2007) historical review of the purposes of ME over time could support this argument. The main focus of ME in the 1980's was the inclusiveness of diversity. Consequently, diversity was acknowledged and steps of 'inserting ethnic studies content into the school and teacher education curricula' (Banks, 1993, p.20) were made. Even so, the essence of the principles of ME was not realized through this process of inclusion. Multiethnic Education that emerged in the 1990's was the second phase of ME which aimed to address this insufficiency of the inclusion strategy and to increase educational equality (Banks, 1993). The ultimate goal of ME during this period of time was the 'social reconstruction through school reform (Banks, 1993; Grant and Sleeter, 2003).

Theorists have shifted their attention again in the 2000's (Banks, 2006; Nieto and Bode, 2007; Levinson, 2007). 'Focusing on the achievement gap among students of different races, ethnicities, socioeconomic status and special needs' (Levinson, 2007, p.634), ME has now three primary concerns. The first is to deal with inequalities (due to diversity) and establish an equal education. The second is to improve all students' achievement through high-quality education and the last is to provide the opportunity to all students to become 'critical and productive members of a democratic society' (Nieto and Bode, 2007, p.10).

It seems that this journey which started as an interest in the inclusiveness of minority groups in education, continued as the study of how to overcome inequalities in education due to the diversity of ethnicities and then as a way to promote democratic principles in education and help all students regardless of their cultural diversity to achieve in schools, is an ongoing and evolving process. This is an indication of the importance of continuous

research on this topic and of my rationale to investigate in-depth the conceptualizations and practice of ME in a Cypriot primary school.

Reviewing the literature of the last few years, one can identify a new shift of multicultural education that, I suggest, could be considered as its fourth primary concern. Scholars refer to the global dimension of education (Olson and Kroeger, 2001; Leeman, 2003; Banks, 2006; Nieto and Bode, 2007) and the need to help students ‘develop a delicate balance between cultural, national, and global identifications’ (Banks, 2006, p.209). In particular, Banks (2004) suggests that a child’s identification is constructed in three embedded circles (figure 1). Consequently, children should build their ‘cultural’, ‘national’ and ‘global’ identification to become active agents and members of the global community (p.294).

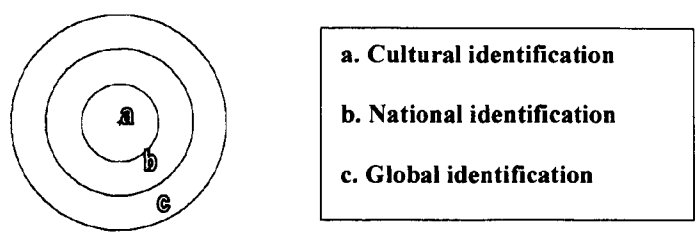


Figure 1. Circles of a child’s identification (Banks, 2006)

Similarly, Bennett (2003) describes multicultural education as ‘an approach to teaching and learning that is based upon democratic values and beliefs and that affirms cultural pluralism within culturally diverse societies in an interdependent world’ (p.14). Finally, Suarez-Orozco (2005) supports the view that the role of multicultural education in a global era is to prepare students to engage in a continuous growing world of diversity and complexity. Consequently, I would argue that this shifting nature of ME as local and global thinking develops and reveals the necessity of continuous research on the field and reinforces my rationale for choosing to focus on this theme in my research.

2.1.5. Practising multicultural education

In the previous paragraphs the notion, meaning and theoretical prepositions of ME have been presented. Following these, I now concentrate on the practice of ME in schools. The goals of ME are extracted from its definitions and assumptions. Skerrett (2008) for example draws attention to the reform aspect of ME and suggests that the aim is to change ‘essential elements of the school environment’ (teachers’ attitudes, languages taught, curriculum, pedagogy and evaluation) to ensure educational equality (p.269), whereas Henson, (2006) suggests that ME ‘attempts to achieve a fair and academically challenging school experience for all students’ (p.1), implying the academic achievement aim of education. Gay’s (1994) classification of ‘goal clusters’ is helpful to establish a coherent view. These goal clusters and the aims of each one are presented in table 2.

Goal cluster	Aims
ethnic and cultural literacy	oGain knowledge of the historical, language and cultural characteristics of various ethnic groups. oLearn about their cultural heritage and history. oRespect, appreciate and value cultural pluralism.
personal development	oAcquire self-awareness. oCreate psychologically ready individuals and learning environments.
attitude and values clarification	oConfront prejudices, stereotypes and racism. oPromote democratic values and principles.
multicultural social competence	oTeach skills in cross-cultural communication. oRespect opposite points of view. oPractice multicultural competence.
basic skills proficiency	oAssist the teaching and learning of basic literacy skills of all diverse students. oUse of higher levels of intellectual strategies (problem solving, critical thinking)
educational equity and excellence	oProvide equal opportunities of teaching and learning. oOffer a variety of choices/strategies of teaching and learning.
empowerment for societal reform	oCultivate children’s attitudes and values. oDevelop decision making abilities, democratic principles and social action.

Table 2. Gay’s (1994) ‘goal clusters’ and aims of multicultural education.

Summing up Gay's 'goal clusters', I would suggest that as a process, ME actually starts with the acknowledgment of differences between cultures in a school, it proceeds to the acceptance and respect of these differences and ends in the implementation of practices according to each student's needs. Different researchers have developed models to facilitate this process.

Banks (1995), for example, proposes a typology called the Dimensions of Multicultural Education to introduce a process of implementation consisting of five stages. They are: (a) content integration (teacher's use of examples, and information from various cultures in order to illustrate key concepts), (b) the knowledge construction process (the procedures by which knowledge is created, and how the racial, ethnic differences influence this knowledge), (c) prejudice reduction (strategies that can be used to help students develop more democratic attitudes and values), (d) an equity pedagogy (approaches and methods to overcome students inequality due to diversities) and (e) an empowering school culture and social structure (transforming school culture to enable educational equity). Nieto (1996) uses a similar way to describe multicultural education in terms of levels. She names four levels: Tolerance, Acceptance, Respect and Affirmation/Solidarity/Critique. Both Banks (1995) and Nieto (1996) argue that a person can progress through the levels and that the desirable endpoint is the last level as proposed. Perhaps Bennett's (2001) report on 'four broad principles of multicultural education' (p.173) comprises the previous definitions. These four principles are: the theory of cultural pluralism; ideals of social justice and the end of racism, sexism; affirmations of culture in the teaching and learning process; and educational equity and excellence leading to high levels of academic learning for all children.

It is clear that the three models described above are all developmental and progressive. The first level is always a simpler one and subsequent levels encompass and expand on previous ones, increasing competence. Hence, this reliance of each consequent stage on the previous one resembles a pyramid construction. Any failure at a lower stage (level) could undermine the whole structure. Even though all models address issues of knowledge, respect and cultural pluralism in the first levels, there is a distinction in their ultimate goal. Banks (1993), for instance, calls for an 'empowerment of the school culture', implying the reform goal of ME, whereas Bennett (2001) illustrates the achievement of 'high levels of academic learning', thus referring to educational equity and school improvement.

Even though the process of practicing ME is presented as a linear and straightforward one, I would argue that in fact this is not the case, since in practice it involves school agents like the headteacher, teachers, students, parents, community, official administrators and also structures such as policy, economics, religion, societal beliefs which are influential. Therefore, the question of how to achieve this in practice is inherently challenging. Opposing voices reveal a tension between the practical implementation of ME and its goals as presented in the literature. Ramsey *et al.* (2003) argue that the goals of ME have remained fairly constant addressing the inclusiveness of children instead of ensuring that 'all pupils [who] leave school possess the skills for social, academic, political and economic success; to teach pupils to respect others' (Panayiotopoulos and Nicolaidou, 2007, p.66). Moreover, Troyna (1992) criticizes the outcomes of ME, suggesting that it deals with managing diversity rather than transforming society. This is also suggested by Yeung *et al.* (2006) who note that standardization in education limits any efforts for school change and because of this the reform aspect of ME did not succeed.

Indeed, given my discussion above about the process of implementation and the aims of ME it could be argued that theory is one thing and practice is another. The questions then are: How can ME be successfully practiced in schools? What is the process needed to achieve its goals? Existing research on the application of ME in Cyprus is rare and has mainly focused on attitudes and perceptions of teachers and headteachers and on the teaching strategies used to facilitate students' cultural diversity (Angelidis et al., 2004; Trimikliniotis, 2004; Panayiotopoulos and Nicolaidou, 2007). The practice of leadership in response to the values and aims of multicultural education has been moderately examined (Zembylas and Iasonos, 2010). Hence, this research aims to fill a gap that exists by answering the question: What is the nature of leadership practices in response to the demands of multicultural education in this Cypriot primary school?

My view in this study is that the practice of ME is in fact a complex and challenging process rather than a linear and straightforward one since it involves the interactions of many stakeholders in different systems. Therefore, I argue for a dynamic and complex system which takes account of the interrelations of the embedded systems and tries to handle the practical tension between what happens in practice and the theory of ME.

Notwithstanding this, some writers disagree on core issues of multiculturalism like cultural pluralism and the knowledge of other cultures implying that this is threatening for the nation's unity (Hirsch, 1987; Schlesinger, 1991). They argue that ME 'leads to a fragmented curriculum that is more concerned with incorporating diverse cultures than teaching the high standards of academic skills and knowledge necessary for a globally

competitive nation' (Skerrett, 2008, p.270). It is apparent that the reform dimension of ME is a challenge for some who support the view that it provokes the establishment and the existing (so called) stability of society (Ravitch, 1990; Lee, 1997). Furthermore, McCray et al. (2004) report that multicultural education is blamed for 'not focusing on the hard subjects that students need to take in order to become competent in life' (p.113).

Perhaps an explanation of these critiques is that ME is not a simple process to achieve: it takes time after the innovation to see results; it involves many stakeholders in education; it provokes the political and societal characteristics and values. It seems, therefore, that applying ME actually implicates identity change on both individual and collective levels and sometimes change is difficult for people to accept (Fullan, 2006). Nevertheless, the society itself is rapidly changing in a global – multicultural – world making the transition of ME a constant necessity. In view of the contrasting views for the usefulness of ME, the multiplicity of agents' influences and the importance of applying ME in contemporary schools, 'its introduction into the educational process is complicated' (Leeman, 2003, p.36).

2.1.6. The complexity of multicultural education

'To implement multicultural education effectively, teachers and administrators must attend to each of the five dimensions of multicultural education' (Banks, 2009, p.2).

Banks (1995) demonstrates some of the factors that are important for the success of achieving ME in schools. Firstly he stresses the headteacher's and teachers' role as the facilitators of the process. Another significant factor is the content which is connected to curriculum and policy. Gay (1994) supports the view that the application of cultural

diversity in education requires that the school programs, policies and practices change. Furthermore, Banks' (2009) report reveals the value of attitudes and behaviours in the school emphasizing that the construction of respect, knowledge and awareness (components of ME) about other cultures and ethnicities is achieved through positive attitudes and behaviours. Horenczyk and Tatar (2002) emphasize that understanding teachers' attitudes toward multiculturalism within their school's culture is essential. Accordingly, the role of the school's environment (culture) is noted by Banks (2001) who calls for the importance of a 'systemic total school environment' (p.51) where the school's culture and organization 'must be examined by all members in the school and all of them must also participate in restructuring it' (Yeung *et al.*, 2006, p.123).

Henson (2006) points to three aspects that are of main importance. She refers to (a) teachers, (b) curriculum and (c) school environment as the most influencing factors for the successful implementation of ME, even though she considers the existence of others as well. She states that teachers' expectations about their students' performance, and teachers' attitudes, knowledge and skills on multiculturalism are vital for the success of ME. Additionally, a positive school environment that acknowledges diversity and respects pluralism is important. Finally, she stresses that 'creating a more pluralistic curriculum is imperative with the entire initiative to create a more just and conducive learning environment' (p.2).

But, in order to implement ME successfully fundamental changes in the conception, organization, and execution of the educational process are needed (Gay, 1994). This implies that the schools' stakeholders; curriculum; strategies; actions; school culture, are

the things that need to change. Thus, everyone concerned with the school should participate and contribute in applying multicultural education in the school. This makes the practice of ME in the school context an issue that is highly complex and also provides a reason of my intention to collect data from the total school ecological system (students, teachers, parents and inspector).

2.1.7. Teachers' multicultural competence/sensitivity

As discussed in the previous section, teachers' multicultural competence (attitudes, expectations, knowledge and skills) is one of the factors for the effective implementation of multicultural education. Additionally the need for a total school reform starting with changing teachers' attitudes and the school environment is highlighted (Banks, 2001). Examining the literature on multicultural competence Fantini (2006) has listed several terms used such as 'intercultural communicative competence', 'transcultural communication', 'cross-cultural adaptation', and 'intercultural sensitivity' that researchers and writers use (p.11).

Apart from this plurality of terms for multicultural competence, researchers also propose different factors to analyse competence. For example, Bennett et al. (1990) define multicultural competence/sensitivity as being made up of the make up of knowledge, understanding, attitude, and skill. Byram (1997) proposes a five-factor model which includes the factors of: attitude, knowledge, skills of interpreting and relating, skills of discovery and interaction and critical cultural awareness of intercultural competence. Similarly, the American Psychological Association suggests that the term 'cultural competence' includes: awareness, knowledge, skills, and applications (McIntosh, 2007).

Finally, in their study, Olson and Kroeger (2001), define a globally competent person as 'one that has enough substantive knowledge, perceptual understanding, and intercultural communication skills to effectively interact in our globally interdependent world' (p.117).

The Developmental Model of Intercultural Sensitivity (DMIS) that has been developed by Bennett (1993) focused on the classification of teachers' multicultural sensitivity. The model had two scales; the first part of the scale had three stages of decreasing levels of ethnocentrism (denial, defence, and minimization) and the second had three stages of increasing ethnorelativism (acceptance, adaptation, integration). Likewise, other researchers have developed and used their own scaled tests to measure teachers' multicultural competence (Ponterotto et al. (1998); Hammer, 1999; Munroe and Pearson, 2006). The tests are usually synthesized by three to five categories in accordance with the definition provided.

Writers and researchers note the significance of a culturally competent school staff to accomplish the goals of multicultural education (Bennet, 1993; Banks, 1995; Munroe and Pearson, 2006). A study on teachers' perceptions regarding the implications of ME for schools, numbered eleven factors that are influential (Sogunro, 2001). Apart from curriculum reform, professional development programmes for teachers, provision for educational and instructional resources, sensitivity to variations in students' learning styles and development of critical thinking, in the study the writer highlights the significance of changing teachers' prejudicial attitudes and the adoption of effective leadership and management practices. He notes:

‘A change of prejudicial attitudes of teachers is key to the success or failure of multicultural education. Evidence abounds that a teacher’s attitude toward the implementation of educational policies in schools is crucial’ (Sogunro, 2001, p.23).

It is apparent from this section that scholars stress the dynamic interrelations between the different stakeholders’ perceptions and attitudes in applying multicultural education and how these might influence the process of implementation. Hence, the examination of the participants’ perceptions and beliefs on ME and of their multicultural competence is one of the issues that this study considers in exploring the different stakeholders roles in and contributions to the multicultural leadership practice in the school. So, the following research question is used: What are the school stakeholder’s perceptions and meanings of multicultural education and leadership?

2.1.8. Section summary

In this section I have presented the literature concerning multicultural education and its implementation in the school context. I have examined the different definitions and explanations provided by scholars and I have suggested that the use of the three Ps (Principles, Processes, Purposes) should be used when analysing the meaning of ME. Moreover, I have argued that the models of achieving ME suggested in the literature are linear and straightforward without, however, really considering the complexity that underpins the suggested process. Thus, I have demonstrated different factors that might influence the process of achieving ME in schools (teachers’ and headteacher’s beliefs and behaviour, curriculum, school culture and climate, multicultural competence) in order to

highlight the need for a complex frame that takes account of these factors to understand how ME is practised in school. Following these considerations, in the next section I will discuss the role of leadership in effectively managing ME as it has been identified as one of the most influential factors in determining and empowering school culture (Dimmock and Walker, 2004; Leithwood and Riehl, 2003; Day et al., 2009). The importance of leadership in practicing ME in the school context and the significance of multicultural leadership practice as a new discourse in educational leadership for contemporary schools is also stressed.

2.2. Leadership for multicultural education

2.2.1. The crucial role of leadership

School leadership has been linked with school effectiveness for several reasons in the literature and its role has been characterized as crucial for the school's success, change, development, and improvement. Hallinger and Heck, (2009) for instance note that 'being catalysts for change, maintaining the improvement focus, facilitating the leadership of others, supporting instructional effectiveness, and providing tangible support for staff and students' are part of the leadership's role (p.9). Some studies emphasize the importance of leadership in facilitating improvement efforts (Leithwood, 1994; Fullan, 2000, 2001; Leithwood et al., 2004), others point out the central role the school leaders play in providing direction and support for changes in schools (Fullan, 2001; Leithwood et al., 2004, 2006; Hallinger and Heck, 2009) and some have linked leadership to the successful and sustainable school development (West et al., 2000; Hopkins, 2001).

In particular, empirical research highlights leadership practice which creates a positive school culture filled with mutual respect, trust and care (Barth, 1990; Mulford and Silins, 2005) and is critical for continuous professional development, collaboration and the establishment of a creative learning community (Fullan, 2002; Stoll and Bolam, 2005). Additionally, links between the crucial role of leadership practice and the process toward change and school improvement have been confirmed (Fullan, 2001; Hargreaves, 1994). According to McCray *et al.* (2004), it is the leadership that ‘sets the tone of the school culture and provides the proper vision as to the direction of the institution’ (p.111). Both features (school culture and vision) are considered as essential factors for school improvement, thus the role of leadership is considered vital for the development of the organization. (Hallinger and Heck, 1999; Hallinger, 2003; Huber, 2004). Finally, research on school change has provided evidence of the leadership’s significant role on helping the realities of change happen (Fullan, 2002; Blackmore, 2002; Bogotch, 2002; Solomon, 2002).

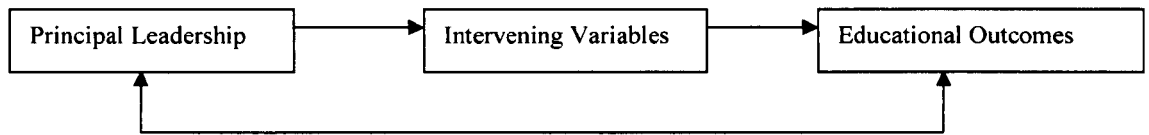
2.2.2. Leadership for school improvement

School improvement has been defined variously by scholars and ‘there is no commonly accepted definition of the term’ (Hallinger and Heck 2009, p.4). It has been described as the transformation of the school culture (Morrissey, 2000), change on teachers’ practice (Chapman and Harris, 2004; Kimonen and Nevalainen, 2005), increase in students’ outcomes (Hopkins, 2001; Hallinger and Heck, 2010) or as strengthening the school’s capacity for managing change (Fullan, 2006; Hallinger and Heck, 2010; Leithwood et al., 2004). All these aspects reveal the complexity of school improvement processes and the central role of leadership as the catalyst for school development and improvement

(Hopkins, 2006; Day et al. 2009). Consequently, leadership is also important in multicultural contexts in view of ME as a philosophy of change and school improvement that mainly focuses on empowering and transforming the school culture and societal beliefs of school agents (Banks, 1993; Nieto and Bode, 2007).

Empirical studies have mainly linked school effectiveness with students' academic achievements (Hallinger and Heck, 1998; Leithwood and Jantzi, 1999; Southworth, 2002). Hence, there is a large research interest in the leadership role and the effect it may have on students' outcomes. Even though research findings show that the effect of leadership on student learning might be educationally significant, 'the attempt to link leadership directly with student learning is a challenge' (Wahlstrom, 2008 p.596) since most scholars point to an indirect influence (Muijs, 2011; Leithwood and Riehl, 2003; Leithwood et al, 2007; Hallinger and Heck, 2010).

Longitudinal research (Day et al. 2009; Sammons et al., 2011) found that leadership has a direct effect on a variety of school and classroom processes which in consequence influence students' outcomes. Hence, through the direct influence on teachers' capacity, teaching quality and on promoting a school climate and culture which emphasizes high expectations, leadership has also an indirect effect on students' academic outcomes. It is 'through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership' that successful leaders improve teaching and learning indirectly (Day et al., 2009, p.2). These could be considered as the 'intervening variables' in Hallinger's (2008) 'reciprocal model' (chart 2), a particularly useful way of classifying models of educational leadership in this sense (p.17).



(Chart 2)

Hallinger (2008) claims that empirical data increasingly support the reciprocal effects model, where educational outcomes and school environment are equally strong determinants of headteacher leadership behaviours as headteacher leadership behaviours themselves are of educational outcomes.

It is significant for our discussion at this point to analyse what the studies on leadership and students' outcomes have examined. Blair (2002), for instance, is critical of the focus and findings that some of the studies on students' learning achievements have had. She characterizes them as 'colour-blind', implying that they might not have regarded the ethnically diverse students in measuring academic achievement. It seems that diversity of school had little impact on these studies, 'either because most of them were conducted in schools that were predominantly white, or because diversity as a concept did not feature in the frames of reference of the various researchers' (p.180). Contrary to these 'colour blind' studies, a study carried out by the Open University, which was commissioned by the Department for Education and Employment (Blair, 2002) tried to elicit the ways in which improvement was accomplished in schools that were characterized as effective (on academic results) for minority ethnic groups. The results support the view that leadership is a strong factor for school improvement (Wallace, 2002) also in multicultural context.

Another common feature of most of these studies is that they focus mainly on students' academic achievements as the main characteristic of describing effective school leadership. Scholars who embrace a more ethical orientation of educational leadership and schooling in general (Stefkovich and Begley, 2007; Beckner, 2004; Shapiro and Stefkovich, 2005; Starratt, 2004) criticize this as an insufficiency of research on effective leadership and schooling. Sammons (2007) implies that in addition to academic achievement more attention should be paid to social and affective outcomes such as attendance, attitudes, behaviour, and self-esteem in characterizing an effective school leadership practice (p.12). Hence, a rethinking of what effective school leadership is about is supported by these scholars.

2.2.3. Rethinking effective school leadership for 'the best interests of students'

A focus on students' social and affective, as well as cognitive, outcomes is necessary to obtain a rounded picture of effectiveness (Sammons, 2007, p.54).

Even though there is a difference in opinions of what effective leadership and schooling are about, school leaders 'frequently justify their actions in the best interest of students' (Stefkovich and Begley, 2007, p.220). Therefore, I suggest that defining the 'best interest of students' is essential for my argument about the direction school leadership should finally adopt in being effective. In an effort to provide a robust way to determine the 'best interest of students' Stefkovich and Begley (2007) propose a guide model that leaders could use for enacting their ethical leadership practices in the best interest of their students in contrast to research that focus solely on students' academic achievements. The model is grounded on

the values of social justice, equality, human rights and respect of diversity and it consists of three elements: rights, responsibilities and respect.

The discussion above is commensurate with the view that the field of educational leadership can be distinguished in two strands: rationalism and communitarianism (Gunter, 2006). Rationalism focuses on organizational structures emphasizing unity through outcomes, 'and so leading is directing and evaluating' (p.258). In contrast, communitarianism emphasizes leading through culture and gives attention to values, vision and mission. Leadership distribution, empowerment and delegation are characteristics of this leadership discourse. Similarly, Blackmore (2006) suggests the use of two discourses of diversity related to the wider economic and social movements. The first one is 'capitalising on diversity' which focuses on fitting diversity to gain new markets and workforce and it is in line with the rationalism discourse of leadership. The second one is 'transformative diversity' which is grounded in social justice and corresponds to the communitarianism aim of leadership to achieve more equitable outcomes for all and thus achieve the best interest of students.

In addition, scholars point out the need to readjust the orientation of educational leadership in a more social justice direction (Gunter, 2006; Theocharis, 2007; Shah, 2006; Zempylas and Iasonos, 2010). Theocharis (2007) for example calls for social justice leadership as essential for school improvement and he argues for a challenge to 'recast good leadership as leadership for social justice' (p.253). His definition of social justice leadership is that these leaders accentuate issues of race, class, gender, disability, sexual orientation central to their leadership practice and vision.

I support the view that *multicultural leadership* relates to these discourses of leadership (ethical and social justice) since the issues of respect of diversity (ethnicity, racial, sexual, religious and cultural), equality and human rights are at the heart of multiculturalism, as explained in the previous section. It is similar to what Foster (1989) calls 'critical leadership' to stress the efforts leaders make to deal with inequalities and provide social justice for all students so as to transform their schools. Thus, the view of effective leadership as the one that focuses exclusively on students' academic achievements is argued to be inadequate if it does not take into consideration the different inequalities between children due to their diversity of culture, race, religion or ethnicity. This insufficiency has the effect of establishing assimilating multicultural strategies which see diverse students as 'a problem' that needs to be hidden (Garcia and Lopez, 2005, p.437) and aim to manage diversity only in terms of students' learning. Moreover, 'such an assimilation approach limits the educational experiences of the minority-culture child' (Goddard and Hart, 2007, p.16).

On the other hand school leaders that establish leadership, which is grounded in social justice and ethical education aim at achieving more equitable outcomes for all students (Blackmore, 2006) and provide for the students' social, ethical and cognitive development. In congruence with Gunter's (2006) note, my position is that 'what is needed is a rethinking of what we mean by leadership, and hence who or what leaders are and what leading is about' (p.262). The need to reconceptualise educational leadership is also stressed by Shah (2006) who notes the importance of drawing from the values, beliefs and conceptions of the diverse ethnic groups (students and communities) to enrich theory and practice in response to the growing diverse population in schools. Finally, I consider Sammon's (2007) remark

of addressing three key questions in judging about school effectiveness as being supportive of my argument. She points out the need to answering: What outcomes? For which student groups? Over what time period? Answering these would support 'school's success in promoting equity and equal opportunities for all its students' and to 'provide a clear focus for school development and improvement, planning and evaluation' (p.20). Considering the discussion above, this research aims to find: What is the nature of leadership practices in response to the demands of multicultural education in this Cypriot primary school?

2.2.4. Multicultural leadership

In view of ME as a reform movement that focuses on the principles of social justice and equity pedagogy so that all students have an equal chance to achieve academic success regardless their diversity, I support Glickman's et al. (2010, p.49) notion of the 'improving school', a school that improves all students' academic achievement over time. This term provides a good basis for my argument of what leadership for school improvement really means. It contains the belief that school improvement is a continuous process ('continues', 'over time') that focuses on students' outcomes ('learning outcomes') and it considers the diversity of students in the school ('all students') thus advocating the elimination of any educational inequality amongst them. This characteristic of continuous attention to the needs of all students that stem from their diversity links to the meaning of ME as a continuous and evolving process as has been noted in the previous section. It is interesting how this also links to the notion of Foresight Management (Rosado, 1994) which is based on the assumption that nothing is constant and advocates for a proactive leadership style that anticipates changes in response to diversity by putting into operation processes that turn potential problems into challenging opportunities. The central point here is that student

achievement is essential, but establishing conditions for continuous improvement is equally important (Fullan, 2001). Sustaining school improvement based on educational equity and social justice is at the heart of multicultural education and leadership practice should, I argue, be oriented towards this. Therefore, it is vital when describing the multicultural leadership practice of the school to examine its orientation and aims towards schooling and students' outcomes.

Multicultural leadership is considered in this study as fundamental for school success, because it enables leaders 'to address diversity within a school setting through affirming cultural pluralism and educational equity' (Gardiner and Enomoto, 2006, p.561). Therefore, provision for achieving all students' academic success regardless their diversity through a moral and ethical approach of leadership is needed. Democratic and distributed leadership are pointed out as those that could facilitate these approaches and reduce students' inequalities since they are concerned with the formation of a school culture that supports collaboration, sharing of ideas, collegial relationships and cultivates the values of trust, respect and social justice (Gale and Densmore, 2003; Starratt, 2004). These are conditions that serve culturally responsive organizations and 'a democracy of systems and routines' (Gale and Densmore 2000, p.151).

Democratic leadership could also support positive effects to schools by improving 'commitment, empowerment and trust among educational stakeholders' (San Antonio, 2008, p.58). This implies the importance of promoting the involvement of the community, parents and other external school stakeholders in decision making and in practising school leadership for the best interest of students. Similarly, Gale and Densmore (2003) stress that

democratic leadership provides an opportunity for school leaders to build all school agents' social and political commitment to justice for all.

In contrast to the rationalist view of educational leadership that focuses mostly on high academic achievements, multicultural education appears in recent literature as a new challenge for contemporary leaders in view of the needs of the globalized world to recast the orientation of education to a more equal and ethical one. For example, Woods (2006) suggests that educational leadership should promote shared and distributed leadership and enable a 're-centring [of the] school culture so as to encompass a shared vision and values orientated towards democratic ideals and practice' (p.334). Moreover, Moos (2008) notes that 'new leadership and new relations will lead to the education and upbringing of the next generation to a level unanticipated by most policy-makers, practitioners and researchers' (p.229). He points out that through the democratic principles of participation, collaboration, reflexivity, social judgement, schools' leaders can achieve this 'democratic bildung' (p.233) and be responsive to social justice, equity, empowerment and community.

In this section I have argued for the need of multicultural leadership as a new discourse in educational leadership that could meet the needs of contemporary issues relating to globalization and the need for social justice, moral and ethical education. The next section discusses the different styles and strategies that leadership could take in becoming multicultural and responsive to equal pedagogy.

2.2.5. Which leadership style and practice for ME?

2.2.5.1 Leadership and leadership styles.

Leadership has been defined variously in educational research and scholars have debated around the implications of each definition on the perceptions and understandings of what leadership is and who is concerned about (Leithwood, 1994; Dimmock, 1999). In response to this, Bennet, et al. (2003) argue that leadership is 'a contested concept' (p. ix) in order to demonstrate the multiplicity and differentiation of definitions and understandings around the concept of leadership.

Bennis and Nanus (1985) define leadership as 'doing the right things' (p. 21) towards an endpoint or goal. According to Levicki (2002) leadership is about being continuously strategic and having vision of how to improve the organization. Grint (2003) defines leadership as an art responsible for constructing a strategic vision of an organization, whereas Kydd et al. (2003) include the provision of 'inspiration to the people working in the organization so that the aims can be achieved (p. 1). Finally, Pashiardis (2004) states leadership as the 'structure of those behaviours one uses to influence the behaviours of others' (p. 209).

Different styles of leadership have been developed in educational research to analyse the ways, strategies and practices leaders use to do things right, influence behaviours in the organization and construct a vision towards improvement, in other words to enact their leadership (Southworth, 1998; Leithwood et al., 1999). Leadership styles are differentiated by: the extent of responsibility distribution, the ways used to motivate and inspire people and on the degree leaders achieve commitment. Hence, several styles have been proposed by scholars:

- Situational leadership (Hersey and Blanchard, 1972)
- Transactional leadership (Burns, 1978)
- Transformational leadership (Bass, 1985; Leithwood, 1994)
- Distributed leadership (Southworth, 1998; Woods, et al., 2004; Spillane, 2006)
- Holistic leadership (Beattie, 2002; Popper, 2004)
- Instructional leadership (Hallinger, 2003; Murphy and Hallinger, 1992; Blase and Blase, 1998)
- Moral leadership (Sergiovanni, 1992; Leithwood et al. 1999; Bush, 2003)
- Ethical leadership (Beck and Murphy, 1994; Starratt. 1992)

The next paragraphs discuss those leadership styles that have been linked in the literature with the implementation of multicultural education in schools.

Distributed leadership

In contrast to the traditional view of leadership as the work of an individual, typically the school headteacher's, 'scholars increasingly believe that the empowerment of a broader set of stakeholders as school leaders will enable schools to achieve the goal of continuous improvement.' (Hallinger and Heck, 2009, p.1). From a distributed perspective, leadership is a system of practice comprised of a collection of interacting components: leaders, followers, and situation (Spillane, 2005, p. 150). A comprehensive analysis of the nature of distributed leadership is provided by Bennett et al. (2003) who report three distinctive elements of the concept of distributed leadership:

- a. It highlights leadership as an emergent property of a group or network of interacting individuals.
- b. It suggests openness of the boundaries of leadership to a wider net of leaders.

- c. It entails the view that varieties of expertise are distributed across the many, not the few.

Scholars suggest that distributed forms of leadership and empowering teachers could contribute to school improvement, since this type of leadership practice generates problem solving and decision making (Silins and Mulford, 2002; Harris, 2004). Even though research has mostly demonstrated an indirect link between distributed leadership and improved students' outcomes, the direct effects on building teachers capacity and improving teaching and learning approaches are stressed as important for school improvement (Hallinger and Heck, 2009; Day et al., 2009).

Distributed leadership is also linked with the implementation of multicultural education in schools. Empirical studies (Spillane et al., 2001; Theocharis, 2007; Day et al., 2009; Hallinger and Heck, 2010) reveal the positive effects of distributed leadership on school culture and on educational equity, both basic factors of ME. Moreover, Yeung *et al.* (2006) conclude that school innovation requires a moral, systemic, integrative and emergent distributed leadership to build a scalable, sustainable learning community in a multicultural school environment.

Similarly, Webb et al. (2006) argue that leadership approaches for school improvement 'appear dependent on the development of a supportive collaborative school climate fostering mutual trust and a redistribution of power within schools from hierarchical to democratic control' (p.422). The importance of a combined emphasis on the moral purpose of leadership and the organizational resources, conditions and norms as necessary for continuous improvement is stressed by Fullan (2003). He also suggests that schools in

diverse multicultural societies must include citizenship and character education supported by leaders with a moral imperative who can develop 'combined forces of shared leadership' (p. xv).

Transformational leadership

Transformational leadership has been linked to the intention of achieving common goals and the commitment of both the leader and the led to 'raise one another to higher levels of morality and motivation' (Burns, 1978, p.20). Hence, this style implies an orientation of leadership towards change. Scholars emphasize that teachers' engagement in designing the change process and goals through a shared vision and active participation of all school members is significant for the success of the change process. (Fullan, 2001; Diez et al., 2011). Leithwood (1994) describes the characteristics of transformational leadership identified in school studies. He names six dimensions of transformational leadership practice in schools: identifying and articulating a vision, encouraging the acceptance of group goals, having high-performance expectations, providing appropriate models of behaviour, promoting intellectual stimulation and giving support.

Blair (2002) suggests that radical transformational leadership can facilitate some of the qualities of leadership needed in order to be successful in multicultural contexts. She draws on Beare *et al.*'s (1997) typology of effective leadership to suggest nine generalizations or 'leadership qualities of the radical transformative leader in the multi-ethnic context' (p.186). Summarizing these qualities, she refers to a leader that takes account of all stakeholders (teachers, parents, community), has a clear vision for his/her school and communicates it with all stakeholders, sets ethical values and high expectations for all

students, promotes a school culture that is conscious of diversity and multiculturalism and institutionalises his/her vision in the school curriculum. In this sense, transformational leadership involves leaders and followers who are involved in raising higher levels of morality and motivation by ensuring respect and trust of one another (Bass, 1985; Burns, 1978).

Instructional leadership

The instructional leadership style has been presented in the literature as focusing on students' learning and outcomes (Hallinger, 2003; Huber, 2004). Hence, the instructional leader is described as one that emphasizes collegial classroom observations, focuses on support and guidance, promotes a collaborative and supportive environment and creates opportunities for staff development (Schön, 1983; Glickman et al., 2010). In this sense, 'school leaders can promote particular instructional strategies that favour and support multiculturalism' (Dimmock and Walker, 2004, p.52) if they have the skills and attributes to transform the curriculum design and teaching and learning process to ensure that it reflects the school's mission with respect to multiculturalism. Despite these, several different writers suggest that one leader (alone) cannot serve as the instructional leader of the entire school without the considerable contribution of other school stakeholders. Consequently, they propose the term 'shared instructional leadership' (Hallinger, 2007; Day et al. 2001, Lambert, 2002, Southworth, 2002) which comprises instructional and distributed forms of leadership practice.

Ethical leadership

Ethical leadership concerns those educational leaders who practice their leadership with an ethical consciousness. They have personal characteristics like integrity, honesty, fairness, justice and kindness that help them to ‘do what is right even when it is difficult’ (Maxwell, 2002, p. 989). Hence, ethical leaders encourage plurality of opinions, listen to all sides, motivate people, provide opportunities for participation in planning and balance what they say and what they do in accordance to others’ needs. By conducting oneself this way, one can earn respect and credibility (Sullivan, 2009). Moreover, it is argued that leaders should know their own values and ethical predispositions, as well as be sensitive to the value orientations of others (Stefkovich and Begley, 2007; Starrat, 2004).

Freeman and Steward (2006) provide a list of attributes and behaviours an ethical leader should attend to:

1. Articulate and embody the purpose and values of the organization
2. Focus on organizational success rather than on personal ego.
3. Find the best people and facilitate their progress.
4. Create a living conversation about ethics, values and the creation of value for stakeholders.
5. Create mechanisms of dissent.
6. Take a charitable understanding of others’ values.
7. Make tough calls while being imaginative.
8. Know the limits of the values and ethical principles they live.
9. Frame actions in ethical terms.
10. Connect the basic value proposition to stakeholder support and societal legitimacy.

Moral Leadership

One of the focuses of contemporary educational leadership research is on the moral dimensions of leadership (Sergiovanni, 1992; Bush, 2003; Begley, 2004; Yeung et al. 2006). The values, ethics and beliefs leaders have are considered vital for the practice of leadership and the decisions leaders make on the basis of what is right or good (Leithwood et al. 1999). Thus, moral leadership focuses on the moral purpose of education and gives emphasis to combining the values and beliefs of all school stakeholders to ensure consistent and coherent school policy and to shape the organizational culture. Day et al. (2000) found that in successful schools the stakeholders' shared values were based on care, equity, high expectations and achievement. Also, the leaders embraced a vision for their school which 'would provide the best opportunities for the learning achievement of all pupils and staff' (p.61).

2.2.5.2. Multicultural leadership strategies and models

Researchers have formulated different strategies and models to investigate, analyse and present the multicultural leadership practice in schools. Attempting to determine which practice can be characterized as inclusive and transformative in responding to the needs of diverse students, Riehl (2000) introduces a framework composed of three tasks that a headteacher should attend to. The first is fostering new meanings about diversity; the second is promoting inclusive instructional practices within schools and the third is building connections between schools and communities. It appears that Riehl's framework is a useful tool for researchers to evaluate a headteacher's multicultural practice since it originates from the principles and the process of multicultural education: it calls for knowledge, awareness, practice and action and it fosters the construction of a new school culture. Apart from that though, the focus is on the headteacher and does not seem to

appreciate the contribution and influence of the different school agents (systems) in the practice of leadership. Even though involving the community and parents in school (third task) is acknowledged as essential, I suggest this should be incorporated into the first and second tasks as it can contribute to their success. Also, the influences of the societal beliefs and policy actions on leadership do not seem to be considered in the model.

Investigating the ways that headteachers in three multicultural schools use to facilitate diversity, Leeman (2007) reports that the following inclusion strategies were used:

- The pedagogical approach: use of cooperative learning, individual attention to the students, finding appropriate didactic systems, internal supervisors and remedial teachers for these activities, no whole-class teaching but different support to each group (level) of children.
- The curriculum: trying to include the values of safety, mutual trust, love and happiness in their curriculum. Making links between different ethnic, religious festivities/traditions.
- The social safety: was considered as 'crucial for children and parents' (p.60). They encourage active involvement of the parents in decision making and aim targeting of the school.

The research and models in the literature contribute to our understanding of which leadership style or practice is actually needed for the successful implementation of ME in the school context. Yet, they seem to provide a simplistic framework of linear processes which cannot work given the complexity of human behaviour. They are mainly targeting the individual (headteacher) ignoring the multiplicity of interactions in the school's social network system that could influence the multicultural leadership practice through either conforming or contrasting attitudes or behaviours.

In conclusion, I would suggest that multicultural leadership is not about one style of leadership practice. Rather it is a combination of different styles that an effective leader should use according to each situation in order to be successful in leading, managing and constantly improving a culturally diverse school. In view of the variety of leadership styles and the complexity of strategies leaders could use in practicing their leadership, I aim to find: Which leadership styles and strategies are adopted to implement the values of ME in this Cypriot primary school?

2.2.6. Characteristics of effective multicultural leadership

Walker and Shuangye (2007) comment that for a leader in a multicultural context ‘there is no one right way of doing things’ (p.194). Hence, effective multicultural leadership seems to include characteristics from different leadership discourses and styles, which in turn reveals the complexity of leadership practice for multicultural education. As a consequence, I suggest that a review of the characteristics of effective multicultural leadership will demonstrate what leaders should bear in mind to be successful.

One characteristic of successful multicultural leadership seems to be the leaders’ experience. The role of the headteacher as a multicultural leader was found in a study to be ‘evolving as headteachers learned on the job’ (Gardiner and Enomoto, 2006, p.577). This conclusion is congruent with Adalbjarnardottir and Runarsdottir’s (2006) model for analysing a leader’s pedagogical vision in implementing multicultural education. They suggest a model where the headteacher’s pedagogical vision is at the centre of the process and it is composed by his/her motivation/life history, aims and strategies/styles. The

authors claim that the model is developmental and that ‘with time, experience and reflection’ headteachers ‘refine or develop new aims’ (pp.179-180). Thus, through this process the leaders’ ideas are redefined into a broader social and political context and they are becoming more experienced.

In his report, Pena (1996) implies that those leaders who have high expectations, tolerance and appreciation for diverse students will manage to implement multicultural education ‘as a reform movement that attempts to change school structures and cultures’ with the ultimate goal of delivering equal learning opportunities and chance for success for all students regardless of their diversity (p.324). In a study focusing on a headteacher’s educational aims, acts of leadership and motivation in promoting multiculturalism, Adalbjarnardottir and Runarsdottir (2006) found that having a clear vision for the school, showing a passion for achievement and collaboration, emphasizing values (respect, trust, care and tolerance), creating a positive school climate and authentic relationships, encouraging, supporting and empowering teachers and finally caring for professional growth are characteristics of an effective leader. Even though they accept that ‘effective headteachers can be successful independent of the context’ (p.184), they argue that the increasing diversity in schools is challenging for leaders to find ways to welcome this change.

A list of characteristics of effective leaders in multi-ethnic contexts is also provided by Blair (2002). She points out that the following have derived from her research on finding the kind of leadership needed to ensure the inclusion of ethnically diverse students:

- Strong leadership practice to overcome any kind of opposition and deal with difficulties.

- Democratic decision making involving all teachers in aiming and planning for the implementation of change.
- Synthesis of both 'hard' and 'soft' approaches of leadership (p.184).
- Consciousness in achieving academic results for all students and a 'social and pastoral' environment at the same time (p.184). Both matter the same in their efforts of effective schooling.
- Providing equal opportunities to all students regardless of their ethnicity.
- Constant evaluation and on-going efforts for improvement.
- Involving parents and the community in the process.

Another characteristic that effective leaders in multicultural contexts have is what Walker and Shuangye (2007) name as curiosity. The essence of the term is that leaders who are open minded, wonder about all matters, see things in different and new ways and doubt about what the reality of things is, are in fact curious and eager to achieve personal knowledge constantly. They also call for 'authentic understanding and related action' (p.185) as two requirements of effective leadership in a multicultural context. They view authenticity as an ongoing learning process that is the make up of the relationships of all stakeholders of the school (leader, teachers, students, parents, community). The meaning of authenticity is that it considers the values, beliefs and behavioural uniqueness of all members of the school organization in order to achieve understanding and through this knowledge uses approaches and strategies for improvement. As they explain 'it is about leaders seeing and making sense of what happens in their schools and then working to make things better through generating new approaches to learning or relationship building' (p.186). In this sense, leadership authenticity looks similar to Riehl's (2000) three tasks for effective leadership in multicultural contexts. They both call for an understanding and awareness of the existing situation so that leaders can foster new meanings and approaches to facilitate diversity in their schools.

The meaning of authenticity underpins my view of multicultural leadership as the result of active participation of the wider school system and response to the different behaviours and attitudes existing in this system in improving the school. It does not only advocate the importance of leadership to be proactive in critically analyzing trends and anticipating change but also to be reactive to the situations and turning problems into challenging opportunities. Hence, in this research I aim to address: What characteristics (values, attitudes and acts) do the school stakeholders use to respond to the multicultural leadership practice in the school context?

It is apparent from the analysis in this section that a school leader is presented in the literature as one 'super-head' (Harris, 2003, p.79) which should comprise a variety of characteristics in order to be considered as effective (Blair et al. 2002; Pashiardis, 2003; Jacobson, 2011). The matter of having a sustainable school development through the practice of leadership seems quite straightforward, but on further examination raises many questions. What happens when 'effective' leaders do not achieve to modify the identities and behaviours in their school? Isn't there a risk of returning to the status quo if these leaders are transferred to another school? 'Where leadership resides in the individual, difficulties arise when this person leaves the organisation or where not all followers have been 'inspired' (Muijs, 2011, p.51). I would argue then that shifts in identities (individual and collective) are important for the sustainability of development and change to occur, because through this shift change becomes part of the formation of behaviour and is thus inherent in the school culture. Distributed leadership is considered by scholars as the contemporary way for successful and sustainable school success (Hallinger and Heck,

2009; Moos, 2008; Hopkins et al., 2011) because it is ‘grounded in activity rather than in position or role’ (Spillane et al., 2001, p.24).

Furthermore, leadership in a multicultural context is presented as a complex issue that is influenced by and has an effect on different school agents and factors inside and outside the school system. This makes the enacting of multicultural leadership a complex issue that requires a thorough and holistic examination. The next section supports this complexity of the issue before presenting a conceptual framework to examine multicultural leadership.

2.2.7. Other factors affecting multicultural leadership

2.2.7.1. Staffs’ CPD

The importance of effective leadership on teachers’ professional development and on the school’s climate/culture has been illustrated in educational research (Hallinger and Heck, 1998; Leithwood, 1994; Chapman and Harris, 2004). In longitudinal research on effective leadership strategies, CPD was found to be motivational for teachers who were positively impacted upon their teaching practices (Day et al., 2009). Making schools responsive to multicultural education is a process that ‘requires professional development that begins with an understanding of teacher’s own intercultural sensitivity’ (Westrick and Yuen, 2007, p.3). Jacobson (2011) supports the view that, through CPD and teachers’ training, schools are facilitating social equity. Similarly, Dimmock and Walker (2004) report that developing human resource and personnel in schools can influence the approach to multiculturalism in their schools. They note that through training on multicultural issues teachers ‘will require professional development, connect curricular and pedagogical practice supportive of multiculturalism’ and gain the knowledge, skills and attributes needed (p.53). Finally,

report research findings found staff development to be one of the most important factors in securing school improvement in difficult and challenging contexts (Chapman and Harris, 2004).

2.2.7.2 School culture

Hoy and Miskel (2005, p.185) defined school climate as ‘the set of internal characteristics that distinguish one school from another and influence the behaviours of each school's members.’ Kelley *et al.* (2005) stress the importance of a positive school climate that can enhance staff performance, promote higher morale, and improve student achievement. This finding seems to echo Jacobson’s (2011) remark that creating a physically safe and nurturing environment for students was a prerequisite for improving schools and for students to have more opportunities to achieve academic success. Furthermore, Morrissey (2000) reports that school climate is a significant factor in successful schools. In her study about understanding leaders’ perceptions of ME and their schools’ environment role, Lopez (2007) concludes that ‘all of the headmasters recognised the importance that the learning environment has on the functioning of their centres’ (p.75). Finally, Ubben and Hughes (1992) pointed out that the leadership style of the headteacher can have positive or negative influence on teachers’ effectiveness and that they can improve their school’s productivity by creating a positive school climate.

The fact that professional development and school culture can help teachers and headteachers in their efforts to practice multicultural education is stressed by Berry (1997) who notes that a:

‘fundamental responsibility of school leadership is the development of a learning community characterized by representative and democratic decision making, critical reflection and dialogue, and a shared commitment to achieve organizational outcomes’ (p.53).

The importance of school culture in advocating multiculturalism is therefore highlighted.

But, what are the features of such an environment? Aguado *et al.* (1999) list the following:

- the teaching staff have democratic attitudes and values;
- the school has norms and values which reflect and legitimise ethnic and cultural diversity;
- the procedures for diagnosis and evaluation favour equality of opportunities and results;
- the curriculum and the didactic resources take into account different cultural perspectives regarding concepts, results and problems;
- linguistic pluralism and diversity are valued and encouraged;
- teaching style and motivation are used according to cultural group;
- students from different cultural groups possess the same status in schools;
- teachers and students acquire the necessary skills and perspectives in order to recognise different forms of racism and act to eliminate them.

Considering that school culture is the expectations and beliefs that are implicit and explicit in the way a school operates, particularly in the way that people relate or fail to relate to each other (Fullan and Hargreaves, 1996), it is clear that teachers’ perceptions are important in transforming the school environment. The crucial role of teachers’ attitudes in applying any school innovation has also been implied by Leeman (2003) who notes that before any change is incorporated, in order to be successful, first it must be accepted by the teachers. Another positive feature is that through this process the leader strengthens the relationships in the school which are considered essential for the unity in the school

context. These comments are supportive of the intention to examine teacher's multicultural competence in this study.

2.2.7.3. Parental and community involvement

Another issue identified in the literature that is relevant to the practice of leadership in multicultural context is finding ways to involve parents and the community in the school's work, a point which contributes to the complexity of applying ME. Blair (2002), for instance, supports the view that an effective leader should involve all members of the school community (teaching and supporting staff, students, parents, local community) and that these should be 'consulted and involved in important policy decisions and actions' (p186). This appears congruent with Walker and Shuangye's (2007) notion of authentic leadership since it is expected that leaders seeking authenticity are aware and sensitive to learning the values, traditions and beliefs which parents and the community maintain with the aim of involving them in the school's planning. Hence, 'effective school leadership practices need to be, not only contextually differentiated, but also sensitive to the value orientations of the various educational stakeholders' (Begley, 1996, p. 407).

Lopez (2007) lists three variables on which the evaluation of an 'intercultural environment' has focused. Apart from quality of the (intercultural) syllabus, teachers' attitudes and participation of the parents and the community are stressed. When leadership finds ways to involve members from different groups (teachers, parents, community) in decision making and aim setting of the school, it helps all (these) stakeholders to first understand and then support any practices, and approaches for implementation and become a part of the school's improvement plan (Hoy, 1990). This collaboration with all stakeholders can

provide the opportunity for staff development opportunities aiming at minimizing prejudice and celebrating equity in school. (Banks and Banks, 1993). Thus, implementing ME in schools requires that leaders involve all stakeholders in the analysis of the school's structures continuously (Pena, 1996). This is also stressed by Walker and Shuangye (2007) who call for 'a social milieu comprised of multiple, overlapping and constantly shifting contextual factors' in which leadership is practiced and learned (p.187). In their study, Goddard and Hart (2007) examined the ways (school policies, recognition of differences, inclusion strategies) by which headteachers facilitate access to schools for all students regardless of their cultural diversity. They suggest that leaders in multicultural contexts should not only engage the students' families in the educational process, but also their responsibility in searching for ways to involve parents in decision making.

In conclusion, the necessity of taking account of the different beliefs, values, abilities and cultures of the parents and community members is highly visible in the literature (Dimmock and Walker, 2004; Gordon and Louis, 2009; Hallinger and Heck, 2010). It is argued that multicultural education can be successfully implemented if 'the stakeholders' contributions are duly acknowledged and respected' (Yeung *et al.*, 2006, p.123). Therefore, in shaping an holistic view of multicultural leadership practice in a Cypriot primary school, this study aims to explore: How are the parents and community involved in the implementation of multicultural education in the school?

2.2.7.4. State policy – Curriculum

Scholars in the fields of school improvement and educational change stress the influential role the state policy and curriculum have on educational leadership. The influence of policy

on leadership practice was found to be important and direct in Day's et al. (2009) study. Moreover, Fullan (2006) suggests as one of the 'seven core premises' that underpin his use of change knowledge the leadership's commitment in a Tri-level engagement with community, district and state to 'promote mutual interaction and influence within and across the three levels'(p.11). Finally, Morrissey (2000) reports that the state was found as one of the four areas to have the most direct impact on the school improvement efforts.

A focus on redesigning and enriching curriculum in response to the contextual reality and needs of the school's population is considered a feature of effective leadership practice (Day et al., 2009). Multicultural leadership is also expected to act in response to the school's diversity through restructuring the curriculum (Leithwood and Riehl, 2003) so that 'mission, organization, curriculum and leadership are singularly focused on providing successful learning experiences and outcomes for all students (Dimmock and Walker, 2004, p.42)

The practice of multicultural leadership cannot be independent of the state's educational policy especially in Cyprus, since the educational system, as analysed in the previous section, is centralized. All educational targets, innovations, school funding, resources and curriculum planning derive from the central government and are in accordance with its policy on education. Apart from the scarcity of freedom for leadership teams to act in accordance to their school context, 'one of the biggest obstacles in being an effective school is that the headteachers have no say in the appointment of personnel to their school' (Pashiardis, 2003, p.659) as a consequence of this centralized system. Hence, schools with different contexts and needs (educational, financial and structural) are expected to fulfil the

same targets while provided similar funding and resources to function in structurally different school contexts. The critique that ‘once appointed, Cypriot headteachers essentially sink or swim alone’ (Thody et al. 2007, p.44) is another indication of the problematic situation that the centralization of authority creates. It seems then, that Cypriot primary schools are of those which the curriculum, pedagogy and aims represent the dominant culture (Gordon, 2010; Philippou, 2007) and leaders are set alone in a centralized system to fulfil the targets of multicultural education.

2.3. Summary: The complexity of multicultural leadership

Through my literature review I presented multicultural education and leadership as two fields that are both interrelated and both influenced by similar factors such as:

- the teachers’ and headteacher’s attitudes and multicultural competence
- the community’s (parents, local authorities) beliefs and policy
- the students’ relationships and attitudes
- the state’s policy
- the curriculum
- the school culture

This is what makes the practice of leadership for multicultural education a complex process. Scholars point out the importance of practicing ME and leadership in response to these factors’ role and balance any affect these may have on the process. Dimmock and Walker (2004), for example, suggest a complex school design model comprised of interdependent elements such as curriculum, teaching approaches, strategies, structure, school culture, human resources, parents, students and leadership that are important for strategic leaders to consider in their leadership practise for school effectiveness. They argue

that strategic leadership is crucial in the success of ME in a multiethnic school community. Moreover, they suggest a leadership practice using this complex school design model based on the whole-school learning-centred design where leaders can conceptualize the key school elements and their interrelationships during the process.

Taking into consideration the indications this literature review has provided on the possible complexity of the implementation of multicultural education and the possibility of the influence the different stakeholders' characteristics, actions and beliefs might have on the practice of multicultural leadership, this study intends to investigate:

- What needs, problems and difficulties might arise that could disable the multicultural leadership practice in this Cypriot primary school?
- What opportunities and strengths might arise that could enable the multicultural leadership practice in this Cypriot primary school?

Through the discussion of the literature I have argued that since the aim of ME is the reform of our society so that it becomes more equal for all citizens regardless of their diversity and the aim of leadership is the school's effectiveness in relation to all students' academic success by providing equal opportunities in a social justice context, then the need for a new discourse of leadership that underpins these values is needed. Multicultural leadership can facilitate this demand through different styles and practices that are extracted by what scholars have described as 'authentic leadership', 'ethical leadership', 'moral leadership', 'social justice leadership' and 'strategic leadership' (Dimmock and Walker, 2004; Gunter, 2006; Walker and Shuangye, 2007; Adalbjarnardottir and Runarsdottir, 2006, Begley, 2004; Theocharis, 2007).

I suggest that the empirical study of school improvement requires the use of dynamic models, in contrast to linear and straightforward ones, that take into account the changing relationships among relevant variables (e.g., context, leadership, educational processes, and outcomes) over time. (Hallinger and Heck, 2009, p.8). Thus, in this study I aim to explore leadership for multicultural education by embracing its complexity and analyse its practice considering all factors involved in the process from the micro to the macro system of the school. I suggest that the use of a model which considers all interrelated factors will provide a holistic and in depth description of multicultural leadership. Hence, the use of Bronfenbrenner's Ecological Theory is recommended as a way to facilitate this approach.

2.3.1. Research aims and questions

The focus of this research is to gain an insight into the leadership practice in response to multicultural education in a Cypriot primary school and in relation to the school stakeholders' (headteacher, teachers, students, parents, community and the state) beliefs and behaviour in order to elicit those emerging characteristics that might enable or disable the multicultural leadership practice in the school context.

Along with the considerations of the previous section the lack of research on the practice of multicultural leadership in Cyprus are the driving forces of this study. My intention is to analyse the complexity of multicultural leadership practice and to examine the different characteristics, beliefs and behaviours that influence the process. More specifically, this study will attempt to address the following research questions:

R.Q.1: What is the nature of leadership practices in response to the demands of multicultural education in this Cypriot primary school?

R.Q.2: Which leadership styles and strategies are adopted to implement the values of ME in this Cypriot primary school?

R.Q.3: What are the school stakeholders' perceptions and meanings of multicultural education and leadership?

R.Q.4: How do the Cypriot educational system and state policy affect the multicultural leadership practice in the school?

R.Q.5: How are the parents and community involved in the implementation of multicultural education in the school?

R.Q.6: What characteristics (values, attitudes and acts) do the school stakeholders use to respond to the multicultural leadership practice in the school context?

R.Q.7: What needs, problems and difficulties might arise that could disable the multicultural leadership practice in this Cypriot primary school?

R.Q.8: What opportunities and strengths might arise that could enable the multicultural leadership practice in this Cypriot primary school?

CHAPTER 3

METHODOLOGY

3.1. Ontological considerations

My ontological and epistemological view of social reality is based on the importance of the subjective experience of individuals and how they interpret their own and the social world. Understanding and explaining the situated context of the individual in order to gain a whole picture of the world is the main feature of this investigation. My view is that the behaviour of the individuals participating in research, their explanations and their emergent meanings for these are basic elements for understanding social reality. Following these assumptions I take an interpretive approach in my study.

The focus of my research is the behaviour of different people as addressed in their context and on the interpretations of their world in order to access the meanings of and reasons for their actions. Spillane et al. (2001) suggest that ‘human activity is best understood by considering both artifacts and actors together because [both] are essentially intertwined in action contexts’ (p.23). Hence, the term interpretive paradigm – used in social psychology and sociology to describe the concern of studies on individuals characterizes my research. Cohen et al. (2007) note that through interpretive research ‘theory becomes sets of meanings which yield insight and understanding of people’s behaviour’ (p.22). This emerges from the ontological assumption that human beings are meaning interpreters. The question then was how I would access these meanings. Which approaches would be most suitable to use for my interpretive research?

3.1.1. Defining the research strategy

Choosing a research strategy is related to the nature of the research aims and the control the researcher has over the events under study. By reviewing the literature on methodology to answer these questions, it was clear that scholars use different ways or terms to classify research strategies. The following table shows this plurality amongst scholars.

AUTHOR	TERM	TYPES
Robson (1993)	strategies	experiment, survey, case study
Cohen et al (2007)	styles	naturalistic and ethnographic, historical and documentary, survey/longitudinal and cross-sectional, internet-based, case study, ex post facto, experiment; action research
Bell (2005)	approaches	action research, case study, survey, experimental, ethnography, grounded theory, narrative inquiry and stories

Table 3. Terms and types of research strategies.

Moustakas (1994) implies that the final design of a research methodology might be the mixture of different elements of more than one approach within the same epistemological schools, since there are common features in some of them (p.21). Acknowledging these, I would say that my research approach has characteristics of phenomenology, ethnomethodology and symbolic interactionism, which deal with the search for meanings. These terms are listed by Cohen et al. (2007, pp.22-27) as the three approaches that describe the interpretive paradigm. The following table shows the special characteristics of each one that correspond to my study’s philosophy.

Approach	Characteristics met in my study
Phenomenology	<p>It advocates the importance of the study of the subjective consciousness.</p> <p>It considers that we live in a world of multiple realities and social actors.</p>
Ethnomethodology	<p>It is concerned with the world of every day life.</p> <p>It seeks reality in the participants' behaviour and understandings of their world.</p> <p>It reveals the underlying processes of the context examined.</p>
Symbolic interactionism	<p>Human beings act towards things on the basis of the meanings they have for them.</p> <p>Individuals form their meaning through symbols in a continuous process.</p> <p>This process takes place in a social context where individuals align their actions to those of others.</p> <p>The attention is on the nature of interaction, the dynamic activities taking place between people.</p>

Table 4. The approaches concerned in my study.

Although I consider subjectivity as the starting point to generate a discussion and create an understanding of the complexity of the social reality in which the individuals co-exist, the exploration of the macro-concepts is a feature that my research must address given my ontology of situated behaviour and the notion of ME as a societal concept. Thus, while at first I examine the individuals' perspective in the micro-system of the school my intention is then to consider their interrelation with the societal systems (exo and macro) in which they are embedded. This is when Complexity Theory, 'the emerging paradigm in educational research' (Cohen et al., 2007, p.33) seemed suitable for my point of view. In view of the fact that it concerns the multiplicity of interactions which result in complex but non-predictable dynamic outcomes, I regarded it as an approach to underpin my research design.

3.1.2. Complexity theory

Complexity theory suggests that phenomena should be viewed and explored holistically. It argues against the linear processes of investigation and proposes that the unit of analysis should be the ecosystem, since the individuals (teachers, students), the communities (parents, classes, local community) and the societies (school system, state) co-exist in symbiosis. Complexity theory is then an 'attempt to explain how open systems operate through holistic spectacles' (Morrison, 2002, p.7). Therefore, I suggest that the experiences of as many stakeholders as possible allow us to some extent to account for the multiplicity of interactions represented in a nested system. To get a holistic view and to understand how the systems work as a whole, I suggest it is critical to investigate the way the parts interact. My idea then is of a school working beyond the linear, cause-and-effect models to research, but rather as a complex system in which improvement processes and results emerge within interconnected networks (Youngblood, 1997; Wheatley, 1999; Johnson, 2008). Summarizing my argument for using complexity theory as part of my methodological considerations, I present the following which show its basic characteristics:

- It looks on phenomena holistically rather than in a linear manner.
 - It considers relations within interconnected networks as essential.
 - The unit of analysis should be a web or ecosystem.
 - It offers the opportunity to understand the individual, community and societal change.
 - It suggests the use of case-study and interactionist qualitative methods.
 - It calls for the teacher-as-researcher.
- (Cohen et al., 2007; Johnson, 2008; Morrison, 2002; Morrison, 2010)

After considering the ontological assumptions of my study, the next thing was to find a way to put these into action and identify the epistemology for my research. So far, my

theoretical explanations on how to approach the issue under study have been reinforced by an interpretive paradigm along with considering aspects of the complexity theory. Complexity theory applies across many disciplines and a psychological manifestation of it is encapsulated in Bronfenbrenner's (1979) Ecological Theory. Johnson (2008) suggests that future research efforts 'might focus on clarifying the multiple layers within the complex educational system using an ecological systems approach and drawing upon the concepts of complexity' (p.8). Therefore, I have decided to use an ecological model of the leadership practice in implementing multicultural education in the school context as a conceptual framework to put my theory into action. The use of this model is also in response to my argument, which emerges from my literature review, that multicultural leadership practice is a complex issue.

3.2. Epistemological considerations

3.2.1. Urie Bronfenbrenner's Ecological System Theory

Bronfenbrenner (1979) established Ecological Theory as a framework for understanding the development of an individual. According to this theory, an individual's development is influenced by a set of nested systems that are interdependent even though they are separate and unique. All these systems interact 'in a mutual accommodation reflecting the reciprocal nature of the ecological model' (Poch, 2003, p.246). In Bronfenbrenner's words the ecology of human development is:

'The scientific study of the progressive, mutual accommodation between an active, growing human being, and the changing properties of the immediate settings in which the developing person lives, as this process is

affected by relations between those settings and by the larger contexts in which the settings are embedded' (Bronfenbrenner, 1979, p.21).

3.2.1.1. Using an ecological model in leadership research

In this study the theory is extended to model the development of an organization since it 'is particularly appropriate for describing the complex systems of a school district or even of an individual school' (Johnson, 2008, p.2). The ecological model is a set of four nested systems (usually presented as concentric circles) called micro-system, meso-system, exo-system and macro-system. The micro-system consists of the immediate environment of the individual, the actions and the interpersonal relations occurring. It is the closest layer to the person and contains the structures with which the individual has direct contact. For example, if we take a school's ecological model, then the micro-systems could be the headteacher, the teachers and the students. Bronfenbrenner (1979) defines the meso-system as a set of interrelations between two or more settings (within the micro-system) in which the developing person becomes an active participant. It is also considered 'the representation of the whole individual based on observed interactions between the micro-systems' (Poch, 2003, p.251). In our example of a school's ecological model, the school's culture and the school's leadership practice could be considered this arena of interactions and relationships that form the meso-system.

Bronfenbrenner's ecological theory suggests that development is explained in terms of relationships between people and their environments (Boyd and Bee, 2006). Each system contains roles, norms, and rules that can strongly shape development. Nevertheless the school's development is not influenced only by the micro-systems and their interrelations, but also by the larger environment in which the organization exists. Thus, the next level of

analysis, the exo-system, refers to the system where, even though there is not active involvement by the school, events occurring there affect or are affected by the meso-system. For example, the parents and the community where the school is situated could be a school's exo-system. On the outside of the model there is the macro-system, which is the most remote system to the individual. It is composed of the social beliefs, attitudes, culture, laws and policies. In our example, the macro-system could be the local educational officials or the state's educational policy.

Even though the model was designed to explain the development of the individual, in this study I investigate a different aspect using the model to focus on the process of multicultural leadership practice. As analysed in the literature review, the implementation of ME is considered a process for school development that involves many stakeholders. Thus, my intention is to use Bronfenbrenner's model to explore the way multicultural education is practised in a school and how the complexity of leadership and the individuals in the school's ecology influence and are influenced by this process. The model as used in my study is presented in figure 2.

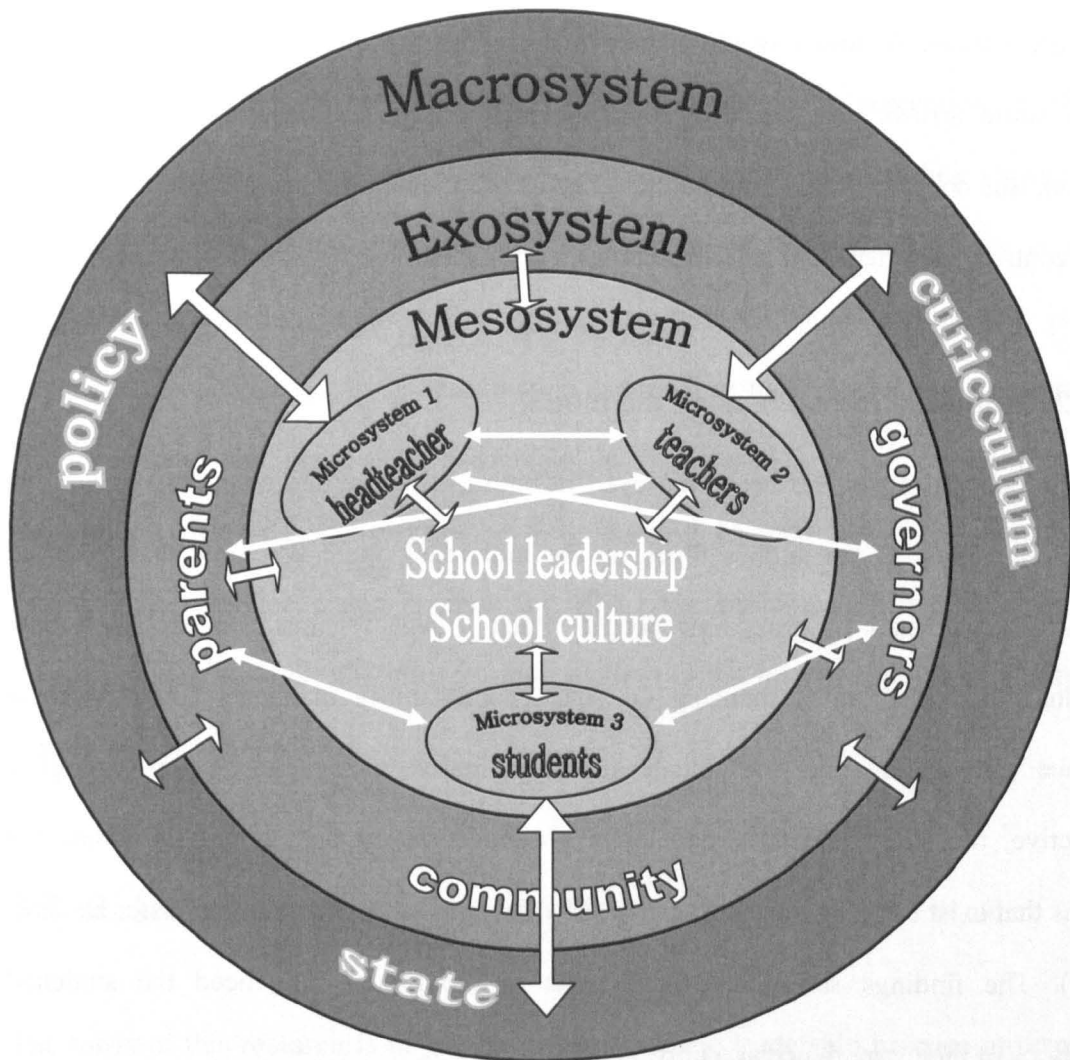


Figure 2: The ecological model of this case study.

Three micro-systems (headteacher, teachers, and students) form the basis for interrelations to occur in the school context that shape the school's culture and the leadership practice in the school (meso-system). These systems are also interrelated with the exo-system of the community (parents, governors) and the macro-system of the state (policy, curriculum). The diagrammatic presentation of the model above shows the reciprocal influences between the systems and the interrelations occurring in the schools ecology. It is also illustrative of the complexity that exists implying that school development depends on the success of

these interactions. A note I would like to make about the diagram above is that, even though some arrows pass through other systems (e.g. from macro-system to micro-systems), this does not imply that the influence of one element is mediated through others; on the contrary the interrelations are direct from one system to the other.

3.2.1.2. Empirical research using the model.

Bronfenbrenner's model has been employed in both qualitative and quantitative research. Even though most of the studies focus on the individual, there are some that focus on institutions, processes or groups of people. Poch (2005) for instance examined both individuals and institutions focusing on state accountability mandates and how these influence universities and individuals in a qualitative study. Using an ecological perspective, the study aimed to develop a grounded theory that would illuminate the tensions that exist between the state (macro), the universities (exo) and the transfer students (micro). The findings show that interactions in the model influenced the students' perceptions of their experience at a university.

In their research, Mabry and Ettinger (1999) investigated a community oriented project's (called *Heritage*) effect in school reform. Their ecological model consisted of classroom interactions and practices (micro), professional interactions and relationships (meso), organizational and policy context (exo), and the ideological context of the Heritage project (macro). The study employed qualitative methods of data collection (interviews, observation and documents) and the analysis focused on ideologies, practises and relationships among the components of the project. The study shows that the implementation of the project was influenced by the different systems of the model.

The existing research on ME in Cyprus has focused mainly on perceptions of different stakeholders – mainly the teachers', parents' and students' – regarding their views towards ME and on analysing the state's policy. But what about the way the policy is actually formulated into action in the school setting and how all these interact, that is surely important? As pointed out in the introduction and the literature review, there is a scarcity of evidence about the practice of leadership in the school and the complexity of the stakeholders affecting the practice of ME. Aiming to gain a holistic picture of the complexity of the leadership practice for ME, I use ecological theory as a conceptual framework that will help the in-depth investigation of the interrelatedness of all the social elements in a school context.

3.3. Research aims and questions

The focus of this research is to gain an insight into the leadership practice in response to ME values in a Cypriot primary school with regard to the school stakeholders' (headteacher, teachers, students, parents, community and the state) beliefs and behaviour.

The research aims and research questions as derived from the literature review of the study are the following:

Aim 1: To analyse leadership in response to diversity and ME in a Cypriot primary school.

R.Q.1: What is the nature of leadership practices in response to the demands of multicultural education in this Cypriot primary school?

R.Q.2: Which leadership styles and strategies are adopted to implement the values of ME in this Cypriot primary school?

Aim 2: To investigate the different school stakeholders' (headteacher, teachers, students, parents, community, and state) roles in and contribution to multicultural leadership practice in a Cypriot primary school.

R.Q.3: What are the school stakeholders' perceptions and meanings of multicultural education and leadership?

R.Q.4: How do the Cypriot educational system and state policy affect the multicultural leadership practice in the school?

R.Q.5: How are the parents and community involved in the implementation of multicultural education in the school?

R.Q.6: What characteristics (values, attitudes and acts) do the school stakeholders use to respond to the multicultural leadership practice in the school context?

Aim 3: To explore any emerging characteristics in the school's ecological system that may enable or disable the practices of leadership for multicultural education.

R.Q.7: What needs, problems and difficulties might arise that could disable the multicultural leadership practice in this Cypriot primary school?

R.Q.8: What opportunities and strengths might arise that could enable the multicultural leadership practice in this Cypriot primary school?

3.4. Research Strategy

3.4.1. Which method?

The model of this enquiry is interpretive since it sees the situation through the eyes of the participants (Cohen et al., 2007, p.257) and the data collection and analysis are intertwined. Moreover it is naturalistic in that evidence would be collected in a school's natural setting with no manipulation of events. Following a qualitative paradigm the research could take the form of a case study, ethnography or action research. The fact that my intention was a detailed investigation of the way ME is approached in a school (real situation) through examining the leadership behaviour and practice and exploring the school's ecosystem that might influence this action and not to bring change or intervene to the situation or process or practices, the use of action research had been rejected.

Even though ethnography advocates studies of groups in their natural settings (Lincoln and Guba, 1985), its process and general scope seemed not to fit entirely with my intentions. Firstly, ethnography requires a vast amount of field work obtained through profound participation in the everyday life of the participants. In my study, even though I would use prolonged engagement, the time spent on site would not have been sufficient to consider myself a participant observer. Secondly, it requires that the researcher is familiar with the participants' history and life experience to the upmost degree. This is not a requirement in my research aims even if some experience of the participants' life history would eventually come up during the data collection process. On the other hand, my intention was to get a rich and in depth exploration of the school's ecosystem and consider the participants' meanings and interpretations on the two main areas of my research. It seemed, therefore,

that my approach would have some characteristics of ethnography, but would not follow a clear ethnographic path.

Reviewing the literature on ethnography and case study, it appears there are several commonalities between the two, which would serve my research aims and respond to my ontological and epistemological considerations. White et al. (2009) acknowledge in their analysis that case studies and ethnographies have differences basically in their original scope and intention, but the authors conclude that the two approaches are more similar than dissimilar. Also, they suggest that researchers should consider ‘the possibilities of assembling a combination of ethnographic and case study approaches’ (p.22). Similarly, Nunan (1992) claims that case study is similar to ethnography in its philosophy, methods and concern for studying phenomena in context, even though he notes that most case studies are different from ethnography. In another report, Court and Cohen (2003) claim that ‘the terms ethnography and case study are used interchangeably in many social science journals’ (p.1). Indeed, Robson (1993) includes ‘ethnographic studies’ as a section in his ‘case studies’ chapter (pp.148-150) and Taft (1997) discusses ethnography as a case study method (p.74). Considering all these, I use the term ethnographic case study as the best way to describe my research approach. Simons (2009) notes that ethnographic case study is a type/category of case study which has characteristics of ethnography (participant observation, close-up descriptions of the context, understanding the socio-cultural context of the case), but differs from ethnographic research because ‘it uses a wider range of methods’ and ‘focuses on a particular project or programme’ in the sense of a bounded system (p.22).

3.4.2. Defining case study

Thomas (2011) notes that case study has been defined in different ways in the literature because of the diversity of the epistemological starting points from which practitioners arrive. In providing an answer to what a case study is, Gerring (2004) points out that there is a 'definitional morass', since researchers have used the term 'case study' having many different things in mind such as: qualitative method, ethnographic research, process-tracing, single case investigation (p. 342). Similarly, Simons (2009) recognizes that different authors refer to case study as a method, a strategy, an approach and not always consistently. Notwithstanding the differences in defining case study, common characteristics exist between them. One thing that unites them is the commitment to examining the complexity of issues in real life situations. Another commonality is the importance of demarcating the boundaries of the case (Simons, 2009; Flyvbjerg, 2011).

Creswell, (2008) presents case study as an in-depth investigation of a program, an event, an activity, a process, of one or more individuals. Other reports describe it as the study of a 'bounded system' (Merriam, 1988, p.9) where 'bounded' means that the phenomenon – case – under study is restricted by time and place and that its interrelated parts form a whole (Creswell, 2007, p.244). Simons (2009) highlights three features of case study in her definition: in-depth exploration, multiple perspectives and real life context. This corresponds with Stake's (1995) explanation that case study is an in depth analysis of complex issues and procedures and, it is also in agreement with Robson's (1993) definition:

'Case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence' (p.52).

Analysing my reasoning for doing a case study, I would like to highlight some words in the definition above which is closer to my view of what a case study is. The first is ‘empirical’ in proposing that my study is focusing on a realistic and pragmatic situation that provides experiential data. The second is ‘particular’ in suggesting that my case is not a sample from a population but a single and autonomous case with its own context under study. Thirdly, the phrase ‘multiple sources’ in explaining the variety of the data collection methods used in this research to provide a thick and in depth analysis of the case. Another reason for choosing the case study as my strategy is that it is flexible and interactive (Robson, 1993). This allows the researcher to make the most of unexpected possible events, which are likely to occur during the exploration of complex issues, for instance the one in my study – as analysed in the literature review.

Under investigation in this research is a joined and complex system composed of: leadership practice, teacher’s attitudes, school culture, students’ perceptions, community attitudes and state’s school policy– in its natural condition (school) so that the system can be understood in its own environment (Stake, 1988). In order to elicit this complexity, I suggest that the case study approach is appropriate since it investigates the ‘complex, dynamic and unfolding interactions of events, human relationships and other factors in a unique instance’ (Cohen et al., 2007, p.253).

3.4.3. The case study paradox

Although case study has been widely used by researchers and constitutes a large proportion of empirical work generated in research (Bennet et al., 2003; Gerring, 2004), ‘as a

methodology [it] is generally held in low regard, or is simply ignored within the academy' (Flyvbjerg, 2011, p. 302). This constitutes a paradox or a 'methodological limbo' as Gerring (2004, p. 341) calls it. In explaining the occurrence of this paradox, several authors imply that case study 'has been prone to concerns regarding methodological rigor in terms of validity and reliability' (Gibbert et al., 2008, p. 1465). These concerns are also presented in the literature (Elkins, 1998; Simons, 2009; Shen Qi, 2009; Gibbert et al., 2008 ; Crowe et al., 2010) as weaknesses or limitations of case study. White (1999) criticizes case study because 'it lacks a strong theoretical framework and a widely understood philosophical foundation' (p.4). Case study has been criticised mostly for:

- providing little or no basis for generalization of results, thus being low on external validity;
- being dependent on the subjectivity of the researcher in understanding and interpreting the case;
- being selective, biased and not easily open to cross-checking, or to replication (the ability to reproduce the results).

Challenging this criticism, supporters of case study generally react in two ways. First, they articulate several responses to each critique and second, they illustrate the strengths/advantages of case study. Flyvbjerg (2011) suggests that the case study paradox is caused because of existing 'misunderstandings or oversimplifications' about case study (p.302). The following table presents these five misunderstandings and the responses Flyvbjerg (2011) suggests.

<p>Misunderstanding 1:</p> <p>General theoretical knowledge is more valuable than concrete, practical knowledge.</p>	<p>Response 1:</p> <p>In social science there are only specific cases and context depended knowledge. Therefore, 'concrete case knowledge is more valuable than the vain search for predictive theories and universals' (Flyvbjerg, 2011, p. 304).</p>
<p>Misunderstanding 2:</p> <p>One cannot generalize on the basis of an individual case.</p>	<p>Response 2:</p> <p>It depends upon the case and how it is chosen. One can generalize on the basis of a single case since 'knowledge can be transferable even where it is not formally generalizable' (Flyvbjerg, 2011, p. 305).</p>
<p>Misunderstanding 3:</p> <p>The case study is most useful for generating hypotheses, while other methods for hypothesis testing and theory-building.</p>	<p>Response 3:</p> <p>Case study is useful for both. The selection criterion of the case is an important factor that relates to hypotheses testing or hypothesis generating.</p>
<p>Misunderstanding 4:</p> <p>The case study contains a bias towards verification.</p>	<p>Response 4:</p> <p>This is true for all methods of social research and does not apply specifically to case study.</p>
<p>Misunderstanding 5:</p> <p>It is difficult to summarize and develop general propositions and theories from case study.</p>	<p>Response 5:</p> <p>Any difficulties in summarizing case study are due to the properties of the reality studied than to the case study as a research method.</p>

Table 5. Five misunderstanding about case study.

Gerring (2004) clarifies what it means to conduct a case study by trying to shed light upon numerous methodological ambiguities. First, he suggests that case studies may build upon a variety of covariational evidence. Second, case studies presume a distinction between

formal unit (the unit chosen for in-depth analysis) and informal units (all other units that are brought into the analysis in a peripheral way). Third, individual case studies are often grouped together in a single study and might therefore be referred to as a sample. Fourth, case studies usually perform a double function; they are studies (of the unit itself) and case studies (of a broader class of units). Fifth, the argument of a case study may be either illustrative or falsifiable.

Other authors draw attention to several distinctive advantages and strengths of case study to present it as a method which can provide methodological rigor. Shen Qi (2009) notes that case study is in reality strong, allows generalizations from an instance to a class, represents a multiplicity of view points, provides an archive of descriptive material available for reinterpretation, is presented in an accessible form. Moreover, Simons (2009) suggests that case study enables the in-depth investigation of complex issues, documents multiple perspectives, explores contested viewpoints, is flexible (not constrained by time or method) and engages participants in the research process.

3.4.4. A case study typology

In an attempt to provide more than a discussion on the ‘epistemological status’ – the ‘generalizing power’ – of case study, Thomas (2011) proposes a typology for the case study in social science. This is basically a ‘framing structure’ that case study researchers could follow to provide rigor in their study (p. 511). The typology starts with the distinction between subject and object. The subject is selected because it is an interesting or unusual or revealing example. There are three ways to select the subject: the local knowledge case, the key case and the outlier case. The object is the theoretical and analytical basis within which

the case is viewed. Thus the object is ‘at the heart of the study’ (Thomas, 2011, p. 514). Next, decisions about the approach and methods to investigate the object need to be taken. This is the point when the researcher reflects on the purpose; intrinsic, instrumental, evaluative, heuristic or exploratory and the approach; theory- testing, theory-building, illustrative, interpretive or descriptive to be adopted (Merriam, 1988; Stake, 1995; Bassey, 1999; de Vaus, 2001, George and Bennett, 2005). At the last classificatory layer of the typology, the researcher makes methodological choices about the process of the study. For example, decisions are made whether the study will be a single or multiple one, about the boundaries and the shape of the case. Consequently, Thomas (2011) argues that following this typology a case study researcher can build a rigorous methodological structure that maps out the construction and analysis of the research.

The following figure is an example of addressing Thoma’s typology in my research. Accordingly, the subject of my study is the school context of a primary school in Cyprus and the object is the leadership practice towards the implementation of ME in the school context. I use the key case selection for the subject in my case study on the basis that the school context chosen (subject) will provide ‘exemplary knowledge’ of the object, because of the student population synthesis and the leader’s experience in the school. The purpose is to better understand the issue because of its particularity and interest. Thus, my study takes the intrinsic case study type (Stake, 1994) in achieving a better understanding of the multicultural leadership practice in the case study context. Nevertheless, it could be also considered as an instrumental case study, since my interest is also in understanding something more general on the fields of educational leadership and multicultural education than the case itself. I approach the case in a descriptive/illustrative way using a single

snapshot process. With the snapshot the case is examined in a defined period of time and is presented ‘as a Gestalt’ (Thomas, p. 517).

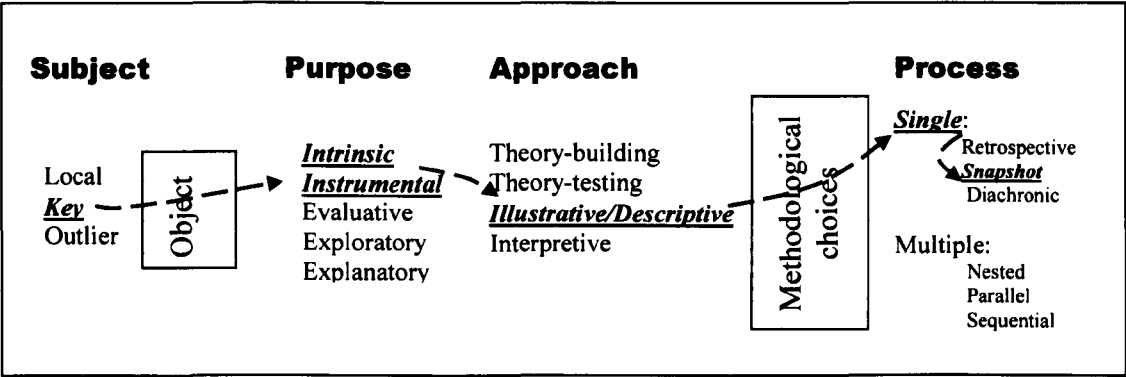


Figure 3: The typology of my case study.

Apart from the considerations presented in this section regarding the structure of my research and the efforts to provide methodological rigor, I then examine the arguments for naturalistic reliability and validity in my case study under the heading ‘trustworthiness’.

3.4.5. Trustworthiness

Although case studies might be unable to demonstrate the positivist view of reliability and validity, its advocates support the view that as a scientific approach it can provide trustworthiness in its own context (Stake, 1995; Yin, 2003). Yin (2003) notes that ‘four tests have been commonly used to establish the quality of any empirical social research’ (p.33) and these can also be applied to the case study approach. They are: construct validity, internal validity, external validity and reliability. Lincoln and Guba (1985) consider that other terms, more naturalistic, should be used for establishing ‘trustworthiness’ in qualitative research. Hence, they suggest the terms ‘credibility’,

‘transferability’, ‘dependability’ and ‘confirmability’ (p.300). Either the case, the essence of these ‘logical tests’ (Yin, 2003, p.33) is to establish the quality of the research through certain techniques that the analyst can use.

In my study I use a number of strategies that are mentioned in the literature (Erlandson et al., 1993; Glesne and Peshkin, 1992; Lincoln and Guba, 1985; Maxwell, 2005; Merriam, 1988) about research methodology. These are applied in the different phases of the research (research design, data collection, data analysis) to ensure validity and reliability. The strategies I employed are analysed below:

- Prolonged engagement: Conducting a study for a sufficient period of time to gain a sufficient image of the case under study. Through prolonged engagement I had the time needed to understand the culture of the context and build trusts with the participants.
- Persistent observation: I conducted my research in a school where I could spend time observing participants frequently with the aim of identifying characteristics, attributes, traits, practices and perceptions of the phenomena and participants under investigation and focus on them extensively. ‘Whereas prolonged engagement provides scope, persistent observation provides depth’ (Onwuegbuzie and Leech, 2007, p.239).
- Triangulation: Yin (2003) considers the use of multiple and different methods and sources to obtain evidence as a major strength of case study. In this study I used a variety of methods (observation, interview, documents, concept-maps, conversation, and questionnaire) to reduce the possibility of systematic biases prevailing due to a specific method. Moreover I used respondent triangulation (Cohen et al., 2007) since I asked the same questions to cover the same topics with different participants.
- Leaving an audit trail – maintaining a ‘chain of evidence’ (Yin, 2003, p.105): Through the research process I maintained extensive documentation of records and data so that any independent reader can follow the procedure or move from one part

of the study's process to another or even repeat the study. The following raw records are kept: raw data (audiotapes' transcripts , written notes, survey results); data reduction and analysis products (write-ups of field-notes, summaries, unitized information); data reconstruction and synthesis products (structure of categories, findings and interpretations, final reports); process notes (methodological notes, trustworthiness notes, audit trail notes); materials related to intentions and dispositions (research proposal, progress reports, personal notes, research journal, expectations, tutorials); instrument development information (pilot forms, preliminary schedules, observation formats).

- Member checking/informant feedback: I obtained feedback on data, interpretations and conclusions from the study group systematically. Providing the participants with the opportunity to correct factual errors, add information and check the sufficiency of the analysis is actually a process of assessing the credibility of the report (Stake, 1995). Therefore, I asked each participant to examine rough drafts or summaries of my records and requested their views on these written analyses. Furthermore, a draft of the research, which included conclusions and interpretations, was reviewed by the informants that had accepted to do so. Through this I expected to eliminate the possibility of misrepresentation and misinterpretation of the participants' voice (Maxwell, 2005) and thus establish the credibility of the results.
- Peer debriefing: Peer debriefing provides an external evaluation of the research process. A peer, in this sense, is 'a person who keeps the researcher honest' (Yin, 2003, p.208), who poses difficult questions about the procedures, meanings, interpretations, and conclusions made. Thus, I took advantage of any remarks and suggestions and kept a record of all the 'peer debriefing sessions' (Lincoln and Guba, 1985) I had with my tutor.
- Rich and thick description: This is an important way of providing transferability of findings. Lincoln and Guba (1985) argue that the researcher's task is only to provide a detailed and complete enough description to maximize the ability of the reader to find meaning and possible transferability.

The strategies listed above occur in different phases in the research and for each of the four tests of trustworthiness suggested by Lincoln and Guba (1985) some tactics/strategies are used. Table 6 presents these features altogether.

Test of trustworthiness	Case study tactics	Phase in the research which it occurs
Credibility	<ul style="list-style-type: none"> oMember checking/informant feedback oTriangulation oProlonged engagement oPersistent observation 	Data analysis Data collection Research design Research design
Transferability	<ul style="list-style-type: none"> oProlonged engagement oPersistent observation oRich and thick description 	Research design Research design Research composition
Dependability	<ul style="list-style-type: none"> oLeaving an audit trail – maintaining a ‘chain of evidence’ oRich and thick description oPeer debriefing 	Research design Research composition Research composition
Confirmability	<ul style="list-style-type: none"> oPeer debriefing oLeaving an audit trail – maintaining a ‘chain of evidence’ 	Research composition Research design

Table 6. Techniques of trustworthiness in the case study.

3.4.6. Transferability

In this research I support the concept that for the qualitative researcher generalizability is not a goal but a provision to consider. Denscombe (2007), for instance, raises an important point noting that much of the responsibility of generalizing a case study falls on the reader who should use the findings and assess whether they could be transferred in other cases of its type. Nevertheless, the role of the researcher is crucial in providing the necessary information to the reader to make an informed evaluation about the transferability of the research results. Similarly, Stake (1994) supports this view emphasizing that the purpose of a case study is to encapsulate complex meanings and to describe the case in depth so that

the readers 'can vicariously experience these happenings and draw their own conclusions' (p.243).

Thus, the conclusions reported in this research are not presented as truths, but more as 'working hypotheses' (Lincoln and Guba, 1985) for the reader to decide the way and extent to which they could be transferred to other conditions. In that sense, my role as a researcher is to provide all the required information about the trustworthiness of the study through the use of the techniques listed in table 6.

3.4.7. Identifying participants

In qualitative research, the 'case' is the unit of analysis and is the phenomenon on which to focus (Miles and Huberman, 1994). In this study, the unit of analysis was the leadership practice towards multicultural education in a school. Through my literature review I have argued that this 'case' is a complex system which is influenced by a large group of stakeholders' (students, teachers, headteacher, inspector, parents and community members) behaviour and beliefs. This system is also bounded in the sense that the emphasis of the case is on the stakeholders of a specific primary school in Cyprus. Since my intention was the in depth exploration of this bounded system and not to have a representative sample of the general population, I have used non-probability sampling procedures (Cohen et al., 2007, p.113). Specifically, I used purposive sampling (Silverman, 2006; Iosifidis, 2008) in order to access those who have in-depth knowledge about the case either because of their professional role or experience (Cohen et al., 2007) and criterion-based selection to provide a set of criteria or list of attributes that the study unit is to possess (LeCompte and Preissle,

1993, p.69). These have been employed in deciding which schools would be appropriate for my research aims and design. Hence, I have set the following criteria:

- To be situated in a district that I could easily access and visit during working hours.
- To have a student population between 160 and 300 pupils which corresponds to 14 – 24 teachers in order to have an adequate number of participants to observe or take interviews from.
- To have a significant proportion of diverse students (more than 20%) so that the multicultural nature of the school would be evident.
- To have a headteacher who has worked in the school for at least three years so that he/she has a good experience of the school context, the policy on ME and leadership practice in the school.

As a first stage in the process of identifying the school, both the Ministry of Education and the District Education Office were contacted. The Ministry of Education gave permission to conduct research in the district I had applied for and a written consent had been obtained. Following that, I had a meeting with the Director of the District Education Office. After explaining my sampling criteria for the school, he/she reviewed the official school records and gave me a short list of the potential schools fulfilling my criteria. Amongst those schools two were in the Zone of Educational Priority (ZEP), thus given the underpinning philosophy of this policy (a review is provided in the description of findings section) I considered them as a good choice for my research focus and aims. The final decision for choosing one of the two schools had been made on the basis of knowing (as teachers know each other generally) the school headteacher and some of the teachers who have participated in my pilot study and feeling that they would be helpful and willing to participate in the research, as they eventually did. Hence, through this reasoning of

sampling for my case, efforts were taken to attend potential 'serious methodological and practical problems' (Iosifidis, 2008, p.65) that a researcher could face during the research process, such as: financial issues, access to the participants and the research field, development of mutual trust and good relationships with participants.

At my first encounter with the school staff (during a staff meeting) I introduced myself to all colleagues and informed them about my research. I asked for their participation and gave consent letters to all (appendix 1). Their willingness to participate was evident since I collected data from 15 teachers using several data collection instruments (interviews, concept-maps, open questionnaires, lesson-observation). Appendix 2 presents exact information as to the number of participants per instrument. The sampling methods for each data collection instrument are explained in following sections.

3.4.7.1. The school

The school is situated in an urban area with the majority of the population being non-Greek-Cypriot (immigrants mostly). It is an area that has been rapidly developed in building constructions during the last 15 years to accommodate the increasing number of newcomers. This social phenomenon has altered the school population. Since 1998 the number of the non-Greek-Cypriot students has increased year on year. In the early years of the phenomenon, a policy for controlling the number of non-Greek-Cypriot students enrolled in the school was introduced by the MOEC in response to community's and Parent Club's reactions.

H: Their intention was to prevent what happened today, having a school with a vast number of non-Greek-Cypriot students. Since 2000 though, and because of the overpopulation of outlanders in the area, they revised their decision and policy and accepted the enrolment of all students, which is what happens until today.

(Headteacher’s interview #1).

When the research took place there were 250 students enrolled in the school. More than 60% were non-Greek-Cypriot. The majority of these students were from countries of the former Soviet Union (Russia, Georgia, Ukraine,). There were also students from Greece, England, Bulgaria, Finland, Syria, Iran, Lebanon and Romania. Apart from the headteacher there were 20 teachers appointed to the school, two of which were deputies.

3.5. Data collection

Data were collected from school stakeholders and the school environment in order to explore thoroughly the leadership practice and approach for facilitating ME in the school context. The employment of different types of data is an essential part of case studies and it is stressed in the literature (Robson, 2002; Cohen et al., 2007). Table 7 presents the systems under study, the themes of focus and the methods for each one.

SYSTEMS (Ecological Model)	ISSUES OF FOCUS	METHODS (INSTRUMENTS)
Micro-system 1	Headteacher (beliefs, knowledge, sensitivity, perceptions and behaviour, leadership practice, relationships)	Headteacher’s interview Observation Concept Map Teachers’ interviews

		Parents' interviews Inspector's interview Teachers' Questionnaire
Micro-system 2	Teachers' multicultural competence (beliefs, knowledge, sensitivity, perceptions and behaviour, leadership practice, relationships)	Teachers' interviews Teachers' Questionnaire Observation Concept maps Headteacher's interview Parents' interviews Inspector's interview
Micro-system 3	Students' perceptions and behaviour (groupings, relationships, multicultural sensitivity, leadership practice)	Students' group interviews Observation Parents' interviews
Meso-system	School culture (environment/artifacts, values and assumptions, behaviours, relationships)	Observation Teachers' interview Headteacher's interview Students' interviews
Meso-system	Leadership (practice, aims, vision, style, strategies, values)	Headteacher's interview Teachers' interview Teachers' questionnaires Concept maps Observation Documents Parents' interviews Inspector's interview
Exo-system	Parents –Community (parental involvement, attitudes, multicultural sensitivity, leadership practice)	Parents' interviews Headteacher's interview Teachers' interview Documents
Macro-system	State and government's policy	Inspector's interview Documents Headteacher's interview Teachers' interviews Teachers' questionnaires

Table 7. Systems, themes and methods of the research methodology.

It is evident in table 7 that this study uses a variety of qualitative methods to collect data so that a rich amount of evidence can be extracted from the case. It is also noticeable that some of the instruments provide data for more than one issue. For example when observing the school's daily situations, one gets information about the headteacher's leadership, the teacher's attitudes towards ME and the school culture. In the next paragraphs I demonstrate how each of the methods of data collection had been used.

3.5.1. Interviews

Interviews are used in research to explore the views, experiences beliefs and motivations of individuals on specific matters (Yin, 2003; Iosifidis, 2008). It is a data collection method that is 'most appropriate where little is known about the study phenomenon or where detailed insights are required' from the participants (Gill et al., 2008, p.292). Considering my rationale for the lack of educational research in the practice of multicultural leadership in Cyprus and the need for investigating the participants' understandings and meanings, I established that interviews would be an appropriate data collection method for my aims.

3.5.1.1. Semi-structured interviews

Semi-structured interviews (Robson, 1993, p.231) were employed in this research to explore the participants' perception, attitudes and competence in depth. Furthermore interviews aimed to detect the leadership's role (aim, vision, practices, strategies and values) in practicing ME in the school. Another issue that interviews covered was the parents' and the inspector's perceptions regarding the leadership's role in implementing

ME. Finally, the students' voice was also recorded through group interviews. I expected that through interviews the multifaceted system of all the stakeholders engaged in the study would be revealed.

The decision for this type of interview (semi-structured) had been made for three reasons. Firstly, to ensure that the interview was focused on specific issues, without eliminating my freedom as a researcher to modify the order of questions, rephrase, ask for explanations or include additional questions if needed. Even though most of the questions had been written before the interview, these would serve as initiatives for further conversation. According to Creswell (2005), the researcher could use sub-questions under each question to elicit more information, clarify points or to have the interviewee expand on ideas. Secondly, semi-structured interviews provide the opportunity for the interviewee to connect his/her own individual and unique experiences about the issues discussed (Burgess et al, 2006) providing them the opportunity to express themselves more freely in direct conversations. Finally, they offered interviewers flexibility to adjust lines of enquiry during the interview (Denscombe 2003).

To allow every respondent freedom to express his/her views, the interviews were conducted on an individual basis (except for the students' group interviews) in the participants' own environment (school, home or office). To ensure the authenticity of the information provided by the interviewee, I created a relaxed atmosphere, rephrased a question when this was not clearly heard and gave the necessary time for the interviewee to answer each question. Furthermore, probes were used to 'get the interviewee to expand on a response' (Robson, 1993, p.234).

Interviews were the main instrument of data collection and were used to gain evidence of all stakeholders' behaviour and attitudes. In fact, the plurality of interviewees contributed to the triangulation and the richness of data. Interview questions were created from the literature and the pilot study (Knight 2002) to provide depth of information and insight from key informants. For each group of participants an interview plan with themes to cover and predefined questions and sub-questions was prepared (appendices 2 and 3.). This plan, however, did not frame the interview but was used as a signpost. During the process other themes could emerge or the series of questions altered. The final outcome (interview transcript) reveals this freedom. All interviewees were informed beforehand about the interview themes (not the questions) so that they would feel more comfortable and ready to answer the questions.

Interviews were collected from:

- The headteacher:

Interviewed twice, with an interval of 10 months. The first interview (appendix 5) focused on sketching a general picture of the school and the leadership with themes like: headteacher's attitudes and perceptions, school context, school culture, leadership practice for ME, implementation process in school, collaboration with stakeholders. The second interview focused more on evaluating the school work (aims, process, activities, challenges and school climate) towards ME and on clarifying issues that emerged during the whole research process.

- Five teachers:

The sampling of teachers had been purposive in the sense that I wanted to include a teacher that has worked in the Greek language learning classes (GLLC), two teachers that had more than 3 years of service in the school and two teachers that had less than 3 years of service in the school. The headteacher informed me of the teachers fulfilling these criteria and I asked for their consent. The themes of the interview plan were: multicultural education (meaning, aims, perceptions, and competence), leadership practice and strategy, school culture and climate, parents and school, state and school (policy, support).

- Eleven students:

A difficulty when interviewing children is that ‘children will tend to say anything rather than nothing at all’ if they feel threatened by lack of knowledge on the issue (Cohen et al., 2007, p. 362). Consequently, there was a need to have some student participants who had knowledge, experience and capacity to talk about the subject. Scholars note that the use of focus group in contrast to one-on-one interviews could limit the possibility of students being ‘hesitant to provide information’ (Cresswell, 2007, p. 133) and would likely yield the best information due to the interaction of interviewees (Giles et al. 2008; Cohen et al., 2007). Rabiee (2004) suggests the following criteria to select group-interview participants: that they have something to say on the topic, are within an age range, have similar socio-characteristics and feel comfortable talking to each other.

Students in Cypriot primary schools are organized into class committees which are the outcome of students’ elections twice a year (September and February). All students have the democratic right to vote and run for a place in their class’s five-member committee. I decided to use this formal students’ organization to select the students for my group

interviews apart from any other random selection criteria for three reasons. First, it would represent the students' own voice, since they chose these children to be their representatives. Second, it would be more likely to include students who have the courage, knowledge and confidence needed to talk about the issues. Third, it would provide evidence of the ways the students' organization is working in the school. The school's secretary provided me with a copy of the student committees of the 5th and 6th grades. Apart from names, the document had information about the students' ethnicity and gender. My final concern was to make sure that the students selected would provide a representative sample of the students' ethnicity and gender. It appeared that choosing the president, the vice-president and the secretary of each elected class committee of the 5th and 6th grades (four classes in total) fulfilled these criteria.

Thus, twelve students were invited, but only eleven had returned the consent letter provided by the researcher and signed by their parents. In order to reduce any anxiety, reluctance and scepticism, students were interviewed in four small groups. Three groups of three children and one group of two children were interviewed for approximately half an hour each in a room next to the staff room. The door was kept open and students were assured that they were free to end their participation whenever and if they wanted to. At the start of the process a school teacher was present in order to help students feel more relaxed with me. But, after a few minutes (towards the end of the preliminary ice-breaking introduction questions), when the students felt comfortable enough to talk, he/she would leave the room. The interview questions began only after the teacher had left the room so that the teachers' status or authority had no impact on the students' responses. Table 8 presents details about

the students'/participants' ethnicity, and age. Each interview focused on exploring children's beliefs and behaviour on the following issues:

- School environment and culture.
- School work and activities.
- Students' management and organization.
- Relationships in the school (students – students, students – teachers, students – parents).
- Multicultural nature of the school.
- Students' multicultural competence.

Students	Age	Father's origin (ethnicity)	Mother's origin (ethnicity)	Years in Cyprus (student)
S1	12	Georgia	Georgia	11
S2	12	Cyprus	Cyprus	12
S3	12	Lebanon	England	4
S4	12	Georgia	Georgia	9
S5	12	Russia	Georgia	6
S6	11	Greece	Georgia	4
S7	11	Georgia	Georgia	6
S8	11	Cyprus	Cyprus	11
S9	11	Georgia	Georgia	11
S10	11	Russia	Georgia	9
S11	11	Romania	Romania	10

Table 8. Students participating in group interviews.

3.5.1.1 Focus group interviews

Focus group interviews are used in research for generating information on collective views, and the meanings that lie behind those views' on a specific topic (Giles et al., 2008, p.293). Krueger and Cassey (2001) note that a good focus group interview has the following characteristics: careful recruitment of participants (participants with knowledge or experience on the issue); an appropriate size and synthesis (enough students to generate diverse ideas but not so many to prohibit the chance to share – hold three or four similar separate groups); the creation of a comfortable environment (interview takes place in participants' familiar environment – seat students so that they have eye contact to each other). Group interviews can be difficult to control, more difficult than regular one-to-one interviews. The interviewer should ensure individual group members do not unduly influence the course of the discussion and/or take up the interview time raising too many irrelevant issues.

Krueger (2002) notes that the 'first few moments in focus group discussion are critical' (p.4). Following his recommendations, I introduced the group discussion by welcoming the students, presenting an overview of the topic, explaining the structure/rules of the discussion and asking the first question. The opening question asked each student to introduce themselves, state their age, family and ethnicity. This question aimed to provide an opportunity for all participants to relax and build up confidence and rapport and 'generate[s] rich data that subsequently develops the interview further' (Giles et al., 2008, p. 292). During the rest of the interview participants were asked to answer the same questions in turns. Occasionally I asked specific participants for their views on a question

or comment on a colleague's answer, thus trying to involve everyone in the discussion and bring up any diverse opinions.

3.5.2. Qualitative questionnaire

The purpose of using a questionnaire (appendix 6) was to obtain a detailed description of teachers' multicultural competence and their perceptions on the leadership practice and approach for the implementation of ME in their school. As Cohen et al. (2007) point out, an open-ended questionnaire can 'catch the authenticity, richness, depth of response, honesty and candour' (p. 330).

Issues regarding the leadership practice and processes were included in the instrument. Additionally, the teachers had the opportunity to write down any suggestions, critiques and problems around the practice of both leadership and ME in the school. The main factors examined were: cognition (understanding/awareness), affect (attitudes/relationships) and behaviour (instruction/skills/practices) on ME along with their perceptions of the school leadership in practicing ME. Apart from that, their responses to the questionnaire were used as initiatives for the construction of the interviews with the five teachers as well as the headteacher.

The use of a questionnaire was not quantitative (statistical analysis) but rather sought the teachers' views, thus open-ended questions were employed. The reason for selecting an open-ended questionnaire was because I could gain information from the teachers (the questionnaires were distributed to those not participating in interviews or concept maps) on sensitive issues regarding the leadership and their own attitudes towards multiculturalism.

Thus, a self-administered questionnaire ensuring anonymity without the presence of the researcher was considered a suitable method to collect these data. Cohen et al. (2007) suggest that open-ended questions 'are particularly suitable for investigating complex issues, to which simple answers cannot be provided' (p.321). Hence, they offer the possibility for the participants to freely explain and qualify their responses.

The construction of the questionnaire was based on the literature review about leadership and ME. It contained four questions concerning the following themes: 1st: Multicultural Education (understanding, knowledge, skills), 2nd: Ways of achieving ME in school, 3rd: Leadership's role, 4th: Parents and school. A fifth blank page was also provided for subsequent notes for those who wanted to add more. The questionnaire was piloted in another school (two participants) a year before and subsequent alterations and additions were made to the questions so that they would be more analytic and thought provoking.

My intention was to provide all teachers with the opportunity to answer the questionnaire. Therefore, I distributed it enclosed in an envelope to all the school staff. I asked them to seal the completed questionnaire in the envelope and place it in a box I had placed in the teachers' room. After two weeks none of the questionnaires had been returned. Therefore, I decided to ask six of the teachers who would not be involved in any other data collection method (interview, concept maps, classroom observation) to answer the questionnaires, so that I would have data from the majority of the teachers. This time, I enclosed each questionnaire in an envelope with pre-paid posting and my home address and gave it to the six teachers. I asked them to mail it after completion. Three questionnaires were returned at the end.

3.5.3. Observation

Another method employed in this research was observation. As a ‘direct’ way that gets at ‘real life’ in the ‘real world’, observation had been used in this research in a supportive way to ‘collect data that may complement or set in perspective data obtained by other means’ (Robson, 1993, p.191), but also as the main instrument to collect other data (school culture and environment, behaviour). In order to eliminate the possibility of affecting the situation being observed and pressing the participants not to behave naturally when observation takes place, I used informal observation which is less structured and provides freedom as to what and how to observe. Nevertheless, informal observation requires difficult tasks of synthesis, abstraction and organization of data.

The observation focused on finding aspects of:

- the implementation of multicultural education in the school environment (yard, classrooms, students’ exercise-books, school assemblies and notice-boards),
- the school culture (values, beliefs, celebrations, behaviours, relationships),
- the students’ beliefs and attitudes and
- the leadership practice in the school context.

My study took place in a school which I could visit at least twice a month. Hence, I took the observer as participant role since my status in the school was cleared from the start to the participants. As a teacher-researcher I tried to be friendly and make the participants being observed (teachers, headteacher, students, parents) feel relaxed and see me as a colleague that wants to collaborate with them. Therefore, I would move around the school in a natural way as if I was working in that school, observing the teachers, students and events without affecting the situation. Staying in the situation over a long period of time

enabled me ‘to see how events evolve over time, catching the dynamics of situations, the people, personalities, contexts, resources, roles, etc.’ (Cohen et al., 2007, p.405). Any observation would be noted down in memos or rough notes as soon as possible on site when I had privacy. These notes were then used to obtain a field-note record in more detail. More information regarding the length, time, location and participants observed are provided in appendix 2 and appendix 7 (timetable of school visits and products).

3.5.4. Conversation

Scholars report that conversations taking place in the field is another source of data since they mediate social interactions (Hammersley and Atkinson, 1995; Silverman, 2000). Based on the degree of structuring, interview can be divided into three categories: structured interview, semi-structured interview, and unstructured interview (Fontana and Frey, 2005). The term conversation is linked with unstructured interview in that neither the question nor the answer categories are predetermined (Minichiello, 1990). In conversation the researcher relies on the social interaction he has with the informant to elicit information. Patton (1990) named this type of interview as ‘informal conversational’ (p.281) and he regarded it as a natural extension of participant observation. Tobbell (2006) distinguishes conversations from interviews stating that ‘conversations are casual encounters, they happen in unplanned and unremarkable contexts’ whereas interviews ‘are more formal encounters, which are planned’ (p.178).

Without having any predefined questions I engaged in conversations with the teachers, students and parents of the school and generated questions in response to interviewees’ narration so that I could better understand their social reality and perspectives. During the

conversation I would ask permission to use what was said as data for my study, but I would not tape or video record it since this would prevent spontaneous responses made in an informal conversation as such. Of course, the possibility of bias was being kept in mind as the issue of researcher involvement was raised. Thus, I always found time after a conversation had ended to complete rough notes that would later on in the day jog my memory to write up a full field-note (The Open University, 2003, p.191).

3.5.5. Documents

Any written material which has a communicative role and is targeted to be read, interpreted and understood by people other than the researcher is defined as a document (Krippendorp, 2004). Policy documents regarding ME published by the Ministry of Education in Cyprus or the local Bureau of Education, the community or the school were another method of collecting data in my case study. These documents provided evidence mainly for the macro-system's but also for the micro-systems' role in the implementation of ME. Bell (2005) notes that a researcher should clarify exactly what documents exist in his/her case. Hence, in my case I collected 'inadvertent sources' (p.126) which were produced by the central government, the working process of the education system and the school. Any announcements, seminar invitations and circulars, sent by the Ministry or other organizations to the school regarding multicultural education were collected. Copies of letters home to parents, minutes of the school staff's meetings, announcements, and records concerning the students' achievement were also collected. A list of documents used is provided in appendix 8.

The strengths of documentation as listed by Yin (2003) are that they are stable, unobtrusive, exact and broad coverage. On the other hand, low irretrievability and biased selectivity are indications of their weaknesses. Under these circumstances I used documentation in my case study to support and supplement evidence from other sources and keep in mind that 'every document was written for some specific purpose and some specific audience other than those of the case study being done' (Yin, 2003, p.87).

3.5.6. Field-notes

My observations and conversations were recorded in field-notes. Following Moyles (2002) suggestion I recorded information about the setting of the observation/conversation, the participants, the time of day, the chronology of events and any critical incidents that have happened. Even though it is best to take notes at the same time when observation/conversation happens, this was not always appropriate in the research. Thus, I tried to take notes as soon as possible after a session had ended and tried to resolve the trade-off between data collection and data recording (Hammersley and Atkinson, 1995) in a continually appropriate manner. I think that this has contributed in minimizing the possibility of bias in my data along with developing a consistent format of my field-notes. Each field-note had information about the date, participants, place/location, data collection method and time (appendix 9). The paper was divided in two columns named: 'Description of event' and 'Reflection'. Some notes took the form of a summary of what happened or a dialogue that took place.

3.5.7. Concept maps

Concept mapping was used in my research before the interviews took place in order to ‘probe the “backstage” of participants’ experiences and perceptions’ (Wheeldon and Faubert, 2009, p.72). It focused on sketching the teachers’ and headteacher’s knowledge and understanding of the two basic concepts of my study: leadership and multicultural education. My position was that through concept mapping the participants’ multicultural competence and their perceptions of leadership and multicultural education would be revealed. This provided a good basis for further investigation of these premium meanings through the interviews that followed. Apart from that it was interesting for the research to compare the participants’ different views since it contributed to the understanding of the complexity of leadership and the implementation of ME in the school. Concept maps are a new data collection method suitable for the analysis of complex processes (Ebener et al., 2006) as the process of applying ME in a school through the practice of leadership explored in my study.

One concept map was completed for each of the two main concepts of my research (leadership, multicultural education) per participant. First I asked the participant to brainstorm any words/concepts about ‘school leadership’ and ‘multicultural education’ and write them down on a blank piece of paper. While she/he was writing down the words and phrases I copied each one on a small yellow card (to save time). Then, I asked her/him to form a concept map on white gelatine by sticking the yellow cards on it and writing down whatever she/he wanted in order to link the concepts. After that I asked the participant to describe their reasoning, explanations and the nature of the propositional relationships among the concepts they wrote. This monologue was audio-recorded and then transcribed (appendix 10). The instrument had been piloted in another school and appeared to be

appropriate and sufficient for my research aims. The photograph below shows one of the final products of concept mapping and figure 4 shows a translation of what was produced into the word processor.

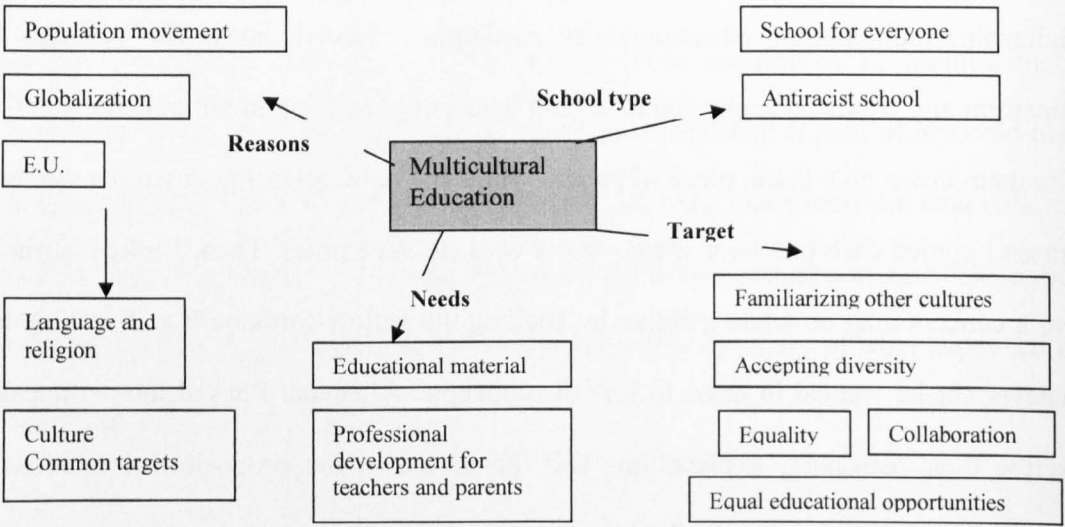
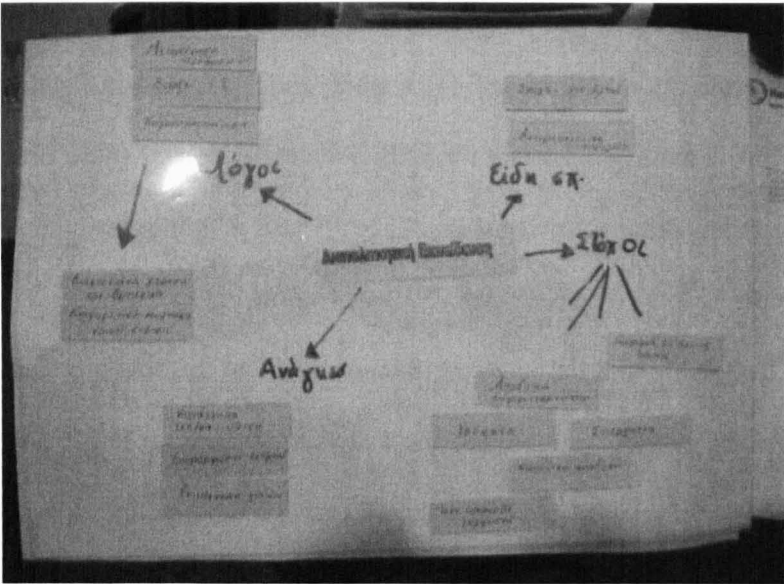


Figure 4. A teacher's concept map

My intention in this study was to get evidence from the majority or all, if possible, teachers of the school using several data collection methods. Having decided which teachers would be interviewed, I asked the remaining teachers to participate in concept mapping. Seven teachers volunteered to participate. Even though one of them would also be interviewed, I decided that this would not intervene in the data collection process or cause any bias to the results since concepts maps would engage participants meaning on the two basic issues of the study mostly.

3.6. Ethical issues

Edward and Talbot (1999) note the responsibility of a researcher in considering ethical issues. ‘These responsibilities require careful consideration and everyone engaged in a project needs to be aware of ethical responsibility’ (p.14). Ethics are rules to conduct (Robson, 1993) in research or a set of principles (Reynolds, 1979) which are connected to the research questions and the methods employed. They form a controversy between the researchers’ right to know and the participants’ right to privacy. Through this study the following ethical procedures had been followed:

- Gain the informed (written) consent of the Ministry of Education prior to the research, after providing information about the research aims, methodology and data collection methods.
- Gain the school headteacher’s and the teachers’ approval to conduct the research in the school and use the specific data collection methods.
- Inform the participants about the procedure and the aims, the design and the methods of the study before it actually takes place.
- Inform the participants that it is clearly voluntary to participate in the study and that no action will be taken against them if they do not.

- Take actions and make clear to the participants that theirs and the schools' identity will be protected (destruction of any audio, vision or other evidence after the transcription, deletion of names, addresses or other means of identification).
- Make a commitment to those who would want to be informed about the results of the study that a copy will be sent to them.
- Be honest about and explain the nature and purpose of the interviews, conversations and questionnaire.
- Take the interviewees' permission to audio tape our conversation.

The listed procedures show that efforts were made to protect participants. These provided anonymity, confidentiality and privacy which are considered basic ethical issues when conducting a research (Cohen et al., 2007).

3.6.1. Ethical dilemmas

Apart from the listed procedures to protect participants, different ethical dilemmas occurred during the study. One of these was whether I could really provide anonymity and confidentiality to all participants during the whole data collection process. Anonymity could really be provided only to those who would complete the questionnaires. In all other instances (interviews, observations, and concept maps) I would know the identity of each participant but, importantly, others would not. What about confidentiality then? Even though I use nicknames or fictionalise in my report to protect most of the participants' identity, these would not prevent the identification of the headteacher and the inspector (individuals) by the other research participants (teachers and parents) who would understand who each one is. On the other hand, if, thinking of confidentiality, I decided not to give anything that derives from my research to my participants, this would be in contrast with the scope of educational research to inform the community.

To overcome these ethical dilemmas I decided to declare in the consent letters (appendix 1) given to all participants that I would take all measures to prevent their identification (fictionalise about the school, use nicknames, safe keep of all data) and also to present them the limits of confidentiality and anonymity in the particular research project orally before the interview started. Along with that, there was a confirmation of impersonality, meaning that my interest was primarily on behaviour and meanings and not on participants' identity. Another commitment I made to the participants through the informed consent letters was to ensure they would be aware on the results of the research. In conclusion, I would say that through the whole research process I espoused that 'the key to the successful resolution of such questions lies in establishing good relations' (Cohen et al., 2007, p.69) and, I would say, constructing trust and confidence with the participants.

3.7. Data Analysis

Several authors suggest different strategies for qualitative data analysis. Seidel (1998) for example supports the view that qualitative data analysis consists of three parts: noticing, collecting and thinking about interesting things. Yin (2003) proposes that a researcher could follow three general analytic strategies and techniques in successfully analysing case study data: relying on the theoretical propositions of the research; thinking about rival explanations; developing a case study description. For a case study, Stake (1995) advocates four steps of data analysis: categorical aggregation, direct interpretation, establishing patterns and developing naturalistic generalizations. Finally, Robson (1993) presents a list of 7 'basic rules' (p.377) for dealing with qualitative data which are basically

the summing-up of his review of the literature. He stresses that a researcher should: start analysing data as soon as data are collected, index the collected data, generate codes/categories/themes, reflect on data, sort the data, be systematic and finally form a consolidated picture. I would also suggest that the analysis has to be guided by the research aims because in qualitative research the amount of collected data is huge and you have to discard whatever falls outside from the research aims.

I would suggest that the overall conclusion when examining these strategies is that they are not linear but a back and forth movement in what Creswell (2007) names 'analytic circles' in a 'data analysis spiral' (p.150). Moreover, I suggest that most of the procedures suggested by the different authors could be summarized in the following common steps: organizing and managing the data; combining codes into themes or categories; representing the data. Finally, it is implied that when analysing the data a researcher should be systematic and reflective. Considering these, I have attended to all the evidence collected based on qualitative strategies and have applied a systematic procedure of analysis aiming to 'address the most significant aspect' of my case (Yin, 2003, p.137) and the research aims.

3.7.1. Which process?

In my search of a systematic qualitative analysis process I adopted thematic analysis, for two main reasons. First, because it is a flexible method that would be suitable to my research aims and methodology and second, it is a method that is 'essentially independent of theory and epistemology' (Braun and Clarke 2006, p.78) in the sense that it could be used in several qualitative research approaches in contrast with other forms of analysis which are more dependent on the theoretical and epistemological orientation of the research

(grounded theory, ethnomethodology, narrative, phenomenology). In my case study I use various instruments of data collection (interview, open-ended questionnaire, observation, field-notes, conversation, documents) to get evidence from the different participants (headteacher, teachers, students, parents, officials). Thus, thematic analysis was considered an appropriate way to analyse my data, because it enables practitioners 'to use a wide variety of types of information in a systematic manner that increases their accuracy of sensitivity in understanding and interpreting observations about people, events, situations and organizations' (Boyatzis, 1998, p.5).

3.7.2. Thematic Analysis

Even though thematic analysis is widely used by qualitative researchers there is not a common presentation of its nature in the literature. Consequently, one can read several definitions and descriptions of what thematic analysis is such as 'a way of seeing', 'a process of coding', 'an analytic technique' or 'a tool of qualitative analysis' (Boyatzis, 1998; Byrne 2001; Buetow 2010). But, although there is scarcity in addressing its identity, thematic analysis has been described adequately in the literature (Boyatzis, 1998; Benner, 1985; Leininger, 1985; Braun. and Clarke, 2006) providing a solid and systematic procedure for qualitative researchers.

Thematic analysis is a search for themes within the data collected. This involves a process of making sense of the collected data by thoroughly reading and examining them. It is actually the search for patterns within the data through the transformation of the data into specific codes. Boyatzis (1998) suggests that the use of thematic analysis consists of three stages: deciding on sampling and design issues; developing themes and a code; validating

and using the code (p.29). Within the second stage, there are three suggested ways of developing the thematic codes: as theory driven, as prior to data/research driven or finally as inductive (raw data driven). In my analysis I followed an analytic, 'step-by-step', guide proposed by Braun and Clarke (2006, p.87) which consists of six basic steps:

1. Familiarizing with the data
2. Generating initial codes
3. Sorting codes into themes
4. Reviewing themes
5. Defining and naming themes
6. Producing the report

Even though the stages are presented in a sequence this is not a strictly linear process to follow since analysing qualitative data is a continuous and cyclical process, going back and forth in order to generate new meanings. (Robson, 1993; Creswell, 2007). As you engage with the data new meanings emerge which enrich and further explain earlier data.

3.7.2.1. Familiarizing with the data

Taking notes and memos

Data analysis in qualitative research starts in an early stage along with data collection (Robson, 1993; Yin, 2003). During the process of data collection I took rough notes in my diary or any paper that I could easily use or even find some time away from the participants to audio tape my thoughts and insights during the process. These primary recollections served as initiatives for further investigation and analysis and helped me in writing up the sessions' summary sheets or the observations' field-notes as soon as possible after the intervention which is the second stage of my analysis strategy.

Writing up of session summary sheets or field-notes

Another way to familiarise myself with the data was to prepare a session summary sheet (Robson, 1993) shortly after each interview or write a field-note after each observation. Summary sheets were produced after each interview to describe what, where and how it happened, the special conditions during the interview and the main themes covered so that I would have a general picture of the intervention. I would call it an abstract of each interview session (appendix 11). Taking field-notes for each day of observation had been a systematic procedure. Apart from describing what happened (left column) I would also note down any interpretations, comments and critiques on the data collected (right column) during the first readings of the data (appendix 12).

Transcribing – Translating

Although I took notes during the interviews, a digital audio recorder had also been used to audio tape the interviews to make sure that what I had collected was accurate. Since all data collected had been in Greek, whereas the thesis report should be written in English, I faced the translation dilemma; who, how, when and what should take part in the translation process? Scholars' reports mainly focus on cross-language research where the researcher's main language is English whilst the participants' language is different (Temple and Young, 2004; Duranti, 2003; Bradby, 2002). They note that translating the raw data is a task that could have consequences for the final product and researchers should take decisions of how they translate their data and findings. The issue is not to translate word by word or it is not an issue of syntax and grammar between languages. It is more about meaning and being informed (if not part of) about the cultural manifestations of the participants' language. 'The solutions to many of the translator's dilemmas are not to be found in dictionaries, but rather in an understanding of the way language is tied to local realities, to literally forms

and to changing identities' (Simon, 1996, p.137). Therefore my status in this research is one of a 'researcher as translator' (Temple and Young, 2004, p.168) since the participants' language is also my first language. This role had offered me the opportunity for close attention to cross cultural meanings and interpretations and has brought me up 'close to the problems of meaning equivalence within the research process' (p.168). Consequently my decision had been that I would use the raw data in Greek (as collected in their original form) so that I use my experience as a native who knows the language and its culture to get the most out of the participants' meanings and translate only the parts that would be used in the report as quotations in English. Before submission the translations were also reviewed by two critical friends (Cypriots) who speak English.

Reading – Listening

After the transcripts were produced I read and re-read the transcripts and listened to the original recordings several times. Minichiello et al. (1991) point out the significance of familiarizing oneself with the data before engaging in intensive analysis, while Hammersley and Atkinson (1995) consider it as the first activity in qualitative data analysis. Reading and listening enabled me to get a general picture of what has been collected and deepen into the details (Creswell, 2007, p.150) of the data. Furthermore, reading and listening to the data has been helpful in locating parts that needed to be clarified with the participants in a next meeting with them or data that needed to be supported by other evidence.

Marginal notes, annotations and memos

During the multiple reading of and listening to the data any comment, idea for further investigation, interpretation of data or note to consider at a later time had been written

down in the form of marginal notes (or using the N-vivo software features). These notes (appendix 9) would either be sentences, phrases or even words that came into my mind regarding the data. Cohen et al. (2007) mention that memos could be subjective thoughts, ideas, reflections, comments, opinions, reminders, critiques, insights, explanations. Robson (1993) implies that the researcher should write down any memos about these ideas at any stage of the analysis process.

3.7.2.2. Generating initial codes

Open coding is similar to what Stake (1995) describes as categorical aggregation. Coding is a central part of the analysis process in qualitative research since it is the process whereby data is broken down into meaningful parts that can later be synthesized into categories. ‘Coding allows you to cluster key issues in your data and allows you to take steps towards drawing conclusions’ (Bell, 2005, p.214). In general, coding is the application of meaning at the different parts of the unit of analysis (Iosifides, 2008). Thus, different clusters of text (word, phrase, sentence and paragraph) are given a title – code depending on their meaning and in relation to the research aims.

After the initial coding of the headteacher’s and one teacher’s interviews I organized a master list of all the codes that were developed and used. These codes could be applied later to the rest of the interviews and supporting data (documents, questionnaires) each time they were encountered. Minichiello et al. (1991) note that this process demands time and patience and as a researcher I borne in mind that coding might be adjusted or altered while the process of analysis continues (Cohen et al., 2007, p.478). When labelling codes I tried to use words that captured the complexity and were sufficiently descriptive of the original

data (Miles and Huberman, 1994) looking for the expression of an idea to a text chunk of any size in relevance to my research questions. Initial coding, though, has not been an easy task but rather confusing due to the ‘...mass of apparently unrelated material’(Ezzy, 2002, p.94). However, as coding progressed and themes emerged, the analysis became more organized and structured.

At this stage of my analysis the use of the Nvivo software had been supportive. Free nodes are the equivalent for initial coding in the software. These free nodes were grouped to form sets according to the source of data (eg. Set_Headteacher corresponds to the free nodes/codes produced by the headteachers’ interviews). Appendix 13 shows one of these sets. The software enabled me to deal with criticism (Bryman, 2001) about coding exclusively. This was achieved by keeping extracts of the coded data along with parts of the relevant surrounding data so that context was not lost.

3.7.2.3. Sorting codes into themes - Generating categories

As coding progressed I compared and linked those initial codes (free nodes) that seemed relevant to each other and finally grouped them into themes (or categories) according to their internal (interconnectedness of included codes) and external (evident differences of two categories) homogeneity. Creswell (2007) notes the significance of codes and categories describing them as the ‘heart of qualitative data analysis’ (p.151).

These groups of codes would be later produced in the form of visual representations to help the sorting of codes. The Nvivo software provides features to create different visual representations like a thematic map (models in appendices 15 – 22) or tables to represent connections between codes or themes. These are helpful in exploring themes further and

tracing connections and relationships between them. Furthermore, the researcher can create tree nodes (appendix 14) by dragging free nodes into selected groups (trees). This sorting of free nodes into potential themes (tree nodes) enables the direct collation of all the relevant coded data extracts within the identified themes.

During the process of developing codes and themes I had to resolve two issues. The first was whether I should use a priori codes from the research's theoretical background or 'emergent' ones (Creswell, 2007 p.152) originated from my raw data. Even though my study is predicated on existing theory that could sketch some codes and themes, I decided that I would not use predefined codes during the open coding stage but instead be open to emerging labels during the analysis allowing the meanings to emerge from the data. Thus, I intended to brain storm the data when first naming codes. The danger of relying on predefined codes and categories has been noted by Bell (2005) who stresses the risk of directing respondents to reply in a certain way (p.203). At a second level though, I would also use different central themes that derived from the literature and conceptual framework to group these initial (raw data driven) codes and even to find more under the new headings.

The second issue I had to resolve was to decide how to name the codes and themes. My decision was to be flexible considering that they are not the words that matter but their meanings (Miles and Huberman, 1994). Although I attempted to ensure that most of the names were produced from the data, some could also be my own composition that would best describe the data labelled. I acknowledge that naming at early stages is provisional, since they (themes and codes) will be continually modified as more data is analysed and when they are connected to my theoretical framework at a later time.

3.7.2.4. Reviewing themes

The themes produced at phase 3 were reviewed and refined at this phase. Some themes collapsed into each other forming a new one, others were broken down into separate themes and some were totally deleted depending on the data that supported them and considering their relatedness with the research aims.

To achieve this task I used a two-level method. The first level was to review all the coded data extracts in each theme and consider if they formed a coherent pattern that related to the research aims. Some extracts were found to be problematic because they did not fit into a certain theme and they were either removed or moved into another. The second level involved considering the totality of the data set (re-read all data) in order to ascertain whether the themes stand in relation to them. Along with this check of validity of individual themes, this level provided the opportunity to code any additional data within themes that had been missed in the previous phases.

Through coding, the data had been ‘broken down into discrete parts’ (Strauss and Corbin, 1998, p.102) and now there was a need to synthesize them in new ways in relation to the research aims. Themes provide an initial step to achieve this. A way to build links between themes and codes is ‘to integrate codes around the axes of central categories’ (Ezzy, 2002, p.91) through axial coding. At this stage the themes and sub-themes that have been produced are interconnected and compared so that new connections between them are established. It is the stage that the researcher identifies the themes to focus on which Creswell (2007) calls ‘the core phenomenon’ (p.64). Also, links between themes and the

literature are examined in order to elaborate new meaning and re-conceptualize the themes. At this stage patterns are uncovered and theoretical propositions emerge.

3.7.2.5. Defining and naming themes

As a result of phase 4, a satisfactory thematic map had been produced and the themes were now defined and named. This means to identify the ‘essence of what each theme is about and determining what aspect of the data each theme captures’ (Braun and Clarke, 2006, p.92). To achieve this I went back to the collated data extracts and organized them into a consistent account.

Apart from examining each theme separately and identifying its story, I considered how each theme fitted into the broader story of the study in relation to the research questions, the literature review and compared to the other themes. Potential sub-themes were also considered and defined at this point. Consequently, by the end of this phase I could explain the scope and content of each theme and its sub-themes independently and in relation to each other and to the research aims. Finally, I identified the name each theme would have in my final report. Doing this I tried to find names that were succinct and summarized what the theme is about.

3.7.2.6. Producing the report

At this stage decisions about how to write-up and present my thesis report were taken. Having in mind that I should not produce a narrative which presents just data but a concise, coherent and deep description of my case based on the themes and make an argument in relation to my research aims and literature, my analysis represents a two-fold process, First I present a description of findings, which aims to situate the reader in the school context

through a thick description of the case, show the richness of data collected and sketch the systemic ecological model of the school. At this section all my coding system was organized according to my conceptual framework using the ecological model as a basis. Subsequently the following (pre-defined) titles/subheadings are introduced in the description section:

- Micro-system 1: Headteacher
- Micro-system 2: Teachers
- Micro-system 3: Students
- Meso-system : School culture – School Leadership
- Exo-system : Parents and community
- Macro-system : State

Following that, I provide an analysis of findings and discussion in relation to the literature review. Hence, in the discussion of findings section I organized my themes under the meanings that emerged around the case under investigation. Therefore, new subheadings are produced that were also considered in my final responses to the research aims (appendix 15)

3.7.3. Conclusion

I realize that the analysis of qualitative data is an inductive process which involves building themes and organizing data from the ‘bottom-up’ (Creswell, 2007, p.38). It starts with specific observations and evidence, then detects patterns and regularities, formulates some tentative hypotheses that can be further explored, and finally ends up developing some general conclusions or theories. Moreover, the process of analysis is a back and forth movement between the themes that emerge from the data in order to establish a

comprehensive view of the concepts and themes. I suggest that using thematic analysis and the N-vivo software contributed to the delivery of a systematic analysis of the data collected in my research.

CHAPTER 4

ANALYSIS

4.1. Presentation of findings

In this section I will present the findings of my research aiming to elicit the richness of data collected and provide a thick description of my case. As noted before, the themes are synthesized and grouped in accordance to the ecological model proposed in the research design chapter. I suggest that this systemic description of findings could be considered as a first attempt to organize my data in terms of the research aims since, through this, the leadership practice and the whole school system's influence are extracted. Also, they provide the base for the theoretical analysis of emergent themes that follows in the next section.

4.1.1. Micro-system 1: Headteacher (appendix 16).

Kostas is in his late 50's. He has been working in primary schools for 33 years (23 as a teacher, 4 as a deputy and 6 as a headteacher). When he became a deputy he was appointed to this school and 5 years later he was promoted as headteacher of the school.

4.1.1.1 Studies and professional development.

Apart from his basic education (first degree diploma) to become a teacher, Kostas had participated in a few in-service seminars and conventions that are usually concerned with

school leadership in general and are organized by the MOEC or the PIC. He tries to inform himself on ME issues by reading relevant books and articles. Apparently, Kostas did not have any formal professional training on ME issues. In fact he mentioned the lack of CPD in general educational issues and in training for ME several times during the interviews and implied that his and the teachers' multicultural competence is what they shape through their experience in the school, rather than through any external developmental process. Apart from that, his knowledge of the students' diversity and their cultures was evident throughout the data and has been related to his experience of working in the school.

H: (Talking about non-Greek-Cypriot students' behaviour in school). It is not something you can predict because each child, depending on his/her ethnicity and cultural aspirations behaves differently. I have encountered several problems with different children and each time I have managed it differently. Knowing each child's culture you learn how to deal with him/her.

(Field-note #5)

4.1.1.2. The value of experience

The 'experience' node serves a twofold function. Firstly, it is a descriptor of Kostas' familiarity with the school context and the issues related to the practice of ME. Accordingly, it had contributed to the resolution of different matters in the school's daily routine and in supporting decision making.

I: Which was the process of targeting for ME this year?

T2: Basically in staff meetings in the beginning of the school year and based on previous experiences. What was applied and achieved in previous years we kept and added in what more we want to achieve.

(Teacher's 2 Interview)

Finally, the headteacher invoking his experience with parents explains his reasoning to limit the fee (bus) to 2 Euro.

(Staff's meeting #1 – Field-note)

Secondly, it is presented as recognition or acceptance of Kostas' capacity to handle issues related to the implementation of ME. This fact had been acknowledged by stakeholders inside the school (teachers) and outside the school (inspector).

I: Did you have any support from experts?

H: No! [Smiling] And when the teachers asked for their [officials] help, they answered wittily: 'Ask your headteacher since he is more experienced than us. Even though we give instructions from above, your headteacher has been working for seven years in this school and he knows better'.

(Headteacher's interview #2)

PA1: Another factor for the effective school leadership is also the years of the headteacher's service in the school. Ours [Kostas] has worked for more than five years in this school and he has achieved to apply his policy and be successful in-depth of time.

(Parent's 1 interview)

4.1.1.3. Characteristics and style

Kostas emerges from the data as a friendly and helpful person who uses humour in his daily school life although in some situations he is clearly able to be firm and strict. He is proud and content with his school. Furthermore, he is democratic, open-minded and welcoming of

ideas. He seems to be well informed on the different issues regarding teaching and learning in the classrooms or the problems the teachers face in the school. Moreover, he praises and supports his staff. Finally he empowers his teachers by providing them with freedom to act and work. Kostas had been friendly and helpful not only to his staff and students but also to me as a visitor to his school. He made me feel welcome when visiting the school and also tried to help me in organizing my interviews and other research activities.

I visited the headteacher to present him my plans about the data collection methods (observations, interviews, questionnaires) that would follow. He was polite and welcoming to my suggestions. We discussed the dates and people that would be involved and made the necessary arrangements. He offered to make contact with the parents that would be involved in my interviews to arrange our meeting.

(Field-note #4)

This was part of his general character that was also supported by the responses of all school agents when talking about him. The students and teachers felt comfortable in approaching Kostas either in his office or in the yard during the break-time when he occasionally had a walk around the school. During my visits to the school I saw him chatting with students, playing table-tennis with them and laughing while telling a joke. Humour was evident in several occasions in the data.

I found the headteacher discussing with two teachers in a corner of the school during break-time. Their conversation was friendly and had to do with matters outside the school. All seemed to be in good spirit and were enjoying their conversation.

(Field-note #6)

S4: Our headteacher is a very nice person.

(Students' Group Interview #1)

S8: He also tells us jokes...

S9: Yes, but he tells us jokes and we laugh.

(Students' Group Interview #3)

Being democratic and fair is another of his characteristics, evidenced from the data. He embraces dialogue and he is a good listener. During staff meetings he frequently asks for the teachers' opinion in decision making and provides opportunities for dialogue to emerge.

T1: He always prompts us, promotes the teachers' initiatives, uses discussion and dialogue a lot in the decision-making of the school and he is democratic. I try to remember even once when he imposed something to us, but I cannot, because this has never happened.

(Teacher's 1 interview)

H: Do any of you colleagues want to ask something? Is there anything you would like to be clarified?

H: ...if you have any suggestions for matters I should present at the meeting with the Parent's Union tonight I am ready to listen.

(Staff's meeting #1 – Field-note)

This democratic perspective of Kostas has encouraged teachers to participate in decision-making about the schools' policy and strategy, to feel free to act and improvise in their work. Moreover it has contributed to the making of a friendly and democratic school climate where everyone feels equal to each other and respected.

T1: He is not the authoritative type of leader who would restrain or prohibit us to try things and act on our own volition at all.

(Teacher's 1 interview)

T8: ...since everything is communicated to all staff and discussed, there is understanding among colleagues and we are more human. And the headteacher understands completely when there is something that upsets us; therefore a good climate is maintained in the school.

(Teacher's 8 concept map)

In addition, Kostas is characterized as an open-minded person who welcomes new ideas. His teachers were clear about this in their responses:

T3: The headteacher is open to such matters, he likes it a lot when we suggest something new to him.

(Teacher's 3 interview)

The fact that Kostas is democratic, open-minded and welcoming of new ideas seems to inspire freedom and confidence in teachers to use their qualifications in practice. Not only do they demonstrate their satisfaction with this but they also note that this empowerment and freedom for action has implications for their contribution in the school.

T3: ... we do not feel like soldiers who should always report on what they do. He lets us free to do what we believe right and in the end we discuss the results, we see what happens in the school...

(Teacher's 3 interview)

To sum up the Kostas' approach so far, it is obvious that in being democratic, open-minded and friendly, the headteacher encourages teachers' participation in decision making and creates a good collaborative climate in the school. It seems to be a system where behaviour

(characteristics-style) facilitates action (teachers' empowerment and contribution). Kostas praises his staff and feels proud of the work they produce in the school. He expressed his contentment during his responses on multiple occasions. He also takes actions to support his staff in different ways.

H: ...some of my teachers provide voluntarily reinforcement teaching and differentiating instruction to diverse students with difficulties in language on their non-teaching time. Actions like these delight me, because through them I understand my teachers' willingness to help these children.

(Headteacher's interview #1)

T3: I know that we will always have his support and help; he will do his best to help us achieve these projects.

(Teacher's 3 interview)

T1: Beyond his support – which is based on his experiences – on our work to achieve our objectives, he reinforces us every day, he helps us, he prompts us and he allows us a lot of freedom of action.

(Teacher's 1 interview)

Another characteristic-style of Kostas is that he seemed aware of the multiplicity of factors that might affect the school's functioning. He is kept informed of events either through his encounters with students, teachers and parents or through the freedom of speech that he has cultivated in the school.

I: Does the headteacher know about the number of substitutions each one of you have made so far?

T5: Yes! I always give him an updated copy of this record. Of course there are instances that one might have worked 6 periods as

substitute and someone else none, but by the end of the school year he (headteacher) tries to balance this.

(Field-note #3)

T10: And when it comes to the students that need individual help and support like Peter in the 1st grade, they just give him a paper to draw instead of tutoring him with his work because he is vivacious.

H: I have observed that myself and that's why I visit Peter's classroom lately...I will attend to it too.

(Staff's meeting #3 – Field-note)

Maintaining a constant awareness of school life enables Kostas to react immediately to any issues and find solutions even if he has to be firm and strict in some situations. This happens when he observes misbehaviour, unjust behaviour or dysfunction in the school. No matter if this is a student, a teacher, a parent or an official, Kostas does not avoid confrontation if he thinks that behaviour is disabling or is against the school's policy on ME.

H: I was firm and dynamic advocating for my reactions and the teacher's behaviour. The inspector seemed to have an understanding of the situation after our conversation.

(Field-note #2)

T8: ... in some occasions, when this does not happen then the headteacher is more...firm.

(Teacher's 8 concept map)

Kostas' characteristics and style suggest a leader who is focused on the best interests of the students and is capable of managing the school effectively. The school's stakeholders

accept and appreciate him as a person and a professional. The data suggest that all participants have a positive opinion of him.

PA1: As a human and as a headteacher he is exceptional. He is very interested in the school; he feels it and always tries for the best. He is an active person and loves the children.

(Parent's 1 interview)

4.1.1.4. Headteacher's beliefs and perceptions about ME.

Kostas demonstrates the importance of ME in schools by referring to the values of respect, equality and mutual understanding. Even though he mentions this several times in his responses he uses phrases like: 'they have to', 'we ought to', 'we demand' which imply an imposition of ME to the school system.

H: The importance of ME is high. There must be mutual understanding, respect of each other's culture and acknowledgment of children's diversity. But, we demand that they (non-Greek-Cypriot) respect our own culture and traditions.

(Headteacher's interview #1)

He supports the view that inclusion of diversity and not assimilation is the right policy to be followed. In fact he stresses that 'we don't want to assimilate them' (Headteacher's interview #1). He accepts diversity in his school and he feels satisfaction when he observes students from different cultures socializing in the school.

H: There were children from 6 different ethnicities in that group and they were playing so friendly, without any arguments, in a way that no one could tell they were different. I loved that picture!

(Field-note #2)

Finally, he supports the view that ME is more important in schools with a great number of non-Greek-Cypriot students than others with less. This is an indication of his perception of ME as the policy to welcome and that facilitates the inclusion of non-Greek-Cypriot students in the school system.

H: I suspect that now you are going to ask if ME is not a prerequisite for all schools. It is, but not at the same level. It is not as necessary in a school with five non-Greek-Cypriot students as in another school where the majority of students are non-Greek-Cypriot.

(Headteacher's interview #1)

He is enthusiastic and proud when talking about the school's work, the different multicultural activities/festivities like the folklore dances and food exhibitions and his teachers' efforts to support students in their learning. He considers that the school has become a 'workshop' of learning where all students are accepted as equal personalities. He also recalls several festivities and cultural events that had been organized in the school to explain how well the school works towards ME.

H: Well, not my teachers! They view each child separately, they take into account the child's background and experience and find his/her

needs. This is the meaning of acceptance and I am happy that it is happening in my school.

(Headteacher's interview #1)

Kostas regards the school climate as an important factor in school effectiveness. He also relates this to leadership pointing out its role for a productive school climate. He thinks that different actions like socializing with colleagues outside the school and being democratic are important for maintaining this climate.

H: I believe that schools where social relationships are not healthy are not working effectively. It is the leadership's role to manage a good and productive climate.

(Headteacher's interview #1)

Finally, Kostas has provided evidence of his beliefs and perceptions regarding the school's autonomy. His responses are in contradiction though. He stresses the importance of school freedom to act, plan and implement its own targets and policy, whereas in some other instances (e.g. appointing teachers at the school) he considers that things should be controlled by the state because these entail many risks.

H: For me the autonomy of school is a sine qua non. The school unit should set its own aims, because even though we consider the aims of the Ministry, we also have our own particular problems and context which we must attend to through special targets set by the school unit.

(Headteacher's interview #2)

4.1.2. Micro-system 2: Teachers' Multicultural Competence (appendix 17)

4.1.2.1. Attitudes and perceptions

The teachers' perception of equality amongst their students independent of their ethnicity or culture was evident at multiple points in the data. Teachers advocate an education where all students are treated as equal. For example, T1 points out that the motto 'different means equal and not inferior' should be the basic rule of ME in all schools. They also view school as the place where equal educational opportunities should be provided to all students regardless of their ethnicity or culture.

T7: Each one [non-Greek-Cypriot student] that comes to the school is a diverse student therefore we should not make any discrimination, nor say that he/she is inferior or that we are superiors. We should not make racial discriminations, but recognize that each one has the right of equality.

(Teacher's 7 concept map)

Another node that emerged is the teachers' respect for diversity. Teachers affirm that they accept students' diversity and state that diversity in the student population is a social phenomenon or a 'reality we have to accept' (T3 Interview) and they reject any discrimination or racism in the school.

T9: Acceptance of others [diversity] is the key not only for ME, but also for education in general.

(Teacher's 9 concept map)

T4: ...so that they feel they live in an environment which accepts them and can live in dignity and with prospect.

(Teacher's 4 interview)

Teachers express their satisfaction of working in the school. They find it interesting to work in this context since its diversity provides opportunities for teaching and learning. Most of the teachers had a positive comment to make about their experience in the school even though they mention that, prior to their nomination, they were prejudiced mainly because of what they heard about it.

T1: There is much prejudice [in society]. What I heard as soon as I was placed in this school... for distribution of narcotics, for children's ugly behaviour...It is such a bad perception people have for the school that it cannot be described. However, the truth is that whoever comes in this school he/she does not want to leave.

(Teacher's 1 interview)

4.1.2.2. Knowledge and understanding

The integration of non-Greek-Cypriot students into the school was highlighted by all teachers as a basic feature of ME and their first interpretations when defining ME concerned the non-Greek-Cypriot students and their inclusion. For instance, some named ME as the 'education for non-Greek-Cypriot students' (T2 interview) whereas others noted the significance of integrating diverse students into the school system. When talking about how this is achieved in practice teachers' responses appear to be problematic. Even though all of the participants stress that assimilation should not be the aim of ME, they use words like incorporate; include, integrate, assimilate, embody to describe the process of integration as if they had the same meaning. Then again, the use of the adjective 'smooth'

to describe the process of integration implies either sensitivity to diversity or a hint of a progressive assimilation in it.

T2: The smoother – as possible – integration of non-Greek-Cypriot students into the school, their fusion with the other children, not their assimilation though.

(Teachers'2 interview)

O: Tour around the school yard and in the classrooms: Scarcity of cultural display or multicultural related evidence. Instead, the school environment looks alike those in monoculture (Greek Cypriot dominance culture) schools.

(Field-note #2)

Another common perception was that ME is more essential, or a priority for schools with a large number of non-Greek-Cypriot students. Relating the importance of implementing ME in schools with the amount of diversity is a fact that corresponds with their previous understanding of ME as the education for non-Greek-Cypriot students.

T6: I would call it a phenomenon which exists in all schools nowadays, but in ours is probably bigger since most of our students are non-Greek-Cypriot.

(Teacher's 6 Concept Map)

As to the values that ME entails, all of the teachers have pointed out that respect and equality are the two main objectives of ME. They view it as a process of applying values of social and human education like equal opportunities in education, coexistence and mutual respect.

T3: I believe that it is the education which is independent of each child's origin, equal education which respects the variation and the human rights of each child.

(Teacher's 3 interview)

The change orientation of ME is barely evident in the teachers' responses. When this happened it was mostly a hint for the change of school policy or practice in order to facilitate diversity.

T1: My school is a multicultural one since we try to approach children with a different way from.... by different I mean we respect their diversity and we try to readjust a little our work.

(Teacher's 1 interview)

Still, Teacher 11 reports that ME's 'aim is to expand the school work into society' (T11 questionnaire). This is an indication of his/her understanding that ME targets societal change.

Another interesting outcome reported by some of the participants was the meaning of identities in their explanation of ME. They describe ME as the interaction of the different identities in the school through a process of knowing and respecting each others' cultural identities.

T10: ME means that we have a school with different students as it concerns their identity. When I write 'collective identity' I mean that an individual comes to the school with various types of identity, national, social, the religious identity and all these coexists. When an identity comes in the school it interacts and

coexists with other different individuals that also have their own identities.

(Teacher's 10 Concept Map)

4.1.2.3. Skills and act

Regarding the staff's knowledge and understanding of multiculturalism and ME, it seems that it derives mostly from their experiences of working at the school. Neither the headteacher nor the teachers have had any formal professional training on the subject. In fact they acknowledge the lack of training on ME several times and imply that their awareness of ME is what they gain through their experience in the school.

H: The teacher's multicultural competence is mostly shaped by their experiences working in the school. They don't have other ways to cultivate their multicultural competence.

(Headteacher's interview #1)

This experience is measured in years of service in the school. The teachers with more experience are highly appreciated by their colleagues. The fact that 75% of the teachers are newcomers (one or two years of service) to the school is considered a disadvantage since this implies inability to 'understand the school's philosophy' (Teacher's 2 interview) and consequently be effective in the context.

T3: ...they [teachers with more service in the school] have acquired some experience working in the school and their service was incredible in the school.

(Teacher's 3 interview)

Apart from experience, teachers also lack professional training on ME. The participants are clear and frank about this. They state that no training on multicultural issues has been introduced either in service or during their studies. Furthermore, they emphasize the negative implications this has on their capacity to work in the school.

T5: I see that this (training) is missing from our schools.

(Teacher's 5 Concept Map)

H: Yet, there is lack of training on ME in general.

(Headteacher's interview #1)

T2: ...we need to have some training. I think it is a disadvantage not to.

(Teacher's 2 interview)

T4: I think we do not have the necessary specialization for teaching students like those in our school.

(Teacher's 4 interview)

T1: As is, a teachers' involvement in teaching is by chance and he/she has no scientific training.

(Teacher's 1 interview)

Nevertheless, some of the teachers' actions in teaching and learning could be considered as factors for their multicultural competence. They consider differentiation as a prerequisite for establishing equal educational opportunities for their diverse students. T8 notes that 'we should use personalized teaching since every student has different needs in achieving

his/her goals'. Also, they use culturally responsive teaching by employing students' experiences and background to promote mutual respect and understanding.

Through the lesson it appeared that the students were familiar with traditional songs and dances related to this rhythm.

(Field-note #5)

S11: Sometimes we might bring poems from our countries and read them in the classroom. By this we understand each others culture and we respect it.

(Students' group interview #4)

This is achieved through cross curricular teaching and by being alert to educational opportunities that might emerge in the different subjects. Thus, teachers utilize their students' experiences in activities that are interesting and make them feel accepted and respected in the school.

T7: ...we try to include the civilization, the culture and whatever each child brings with it into our teaching through the different subjects.

(Teacher's 7 Concept Map)

T4: I preferred to find something from their culture and thus I used the wooden traditional doll from the Russian culture [matryoshka], in order to show what we would make...I try to use their own cultural experiences and images in my teaching.

(Teacher's 4 interview)

Moreover, teachers use communicative approaches to facilitate teaching and learning of ME in the classroom. They try to involve parents in this process as sources of knowledge

and information regarding traditional, geographical, historical, religious and cultural information. Finally, collaborative learning is another approach that teachers employ. They use group work and cooperation not only to reach their educational targets but also to encourage students' interactions, friendship and mutual respect.

There were three groups of four students. Each group had its own materials and cooking tools organized on their table. During the cooking process the children worked in collaboration as they all had agreed beforehand.

(Field-note #5)

Apart from teaching and learning evidence, teachers appear to have skills which could enhance their capacity to practice ME. They demonstrate a high concern for school work and students' progress. There were several occasions observed when teachers have had conversations about students' achievements during their break time. Also, teachers would raise different issues regarding the school's policy, work and implementation strategies in the staff meetings to find solutions.

The deputy was also correcting students' exercise books but was talkative with the other two teachers who were standing most of the time and having a chat about school work, students' behavior and other general issues.

(Field-note #1)

T13: We need translators in the school. I asked the ZEP coordinator and he said we should find some that could visit the school 2-3 hours per day.

(Staff's meeting #1)

Along with this, teachers are always willing to undertake responsibilities and appear to be hardworking and well prepared in teaching and learning. This is obvious in their interest and efforts to employ different initiatives that would facilitate the practice of ME in the school. T1 recalls her idea to organize, in collaboration with her colleagues, a handbook of activities for the welcome class of the school in view of the nonexistence of any appropriate resources.

T1: Ok, it is not communicative at all. I know that it has enough weaknesses, but it's the only thing that we could do in order to begin our work.

(Teacher's 1 interview)

They use humour in their daily routine and in the classroom which makes for a friendly and productive climate.

S7: We feel a joy for our teachers, because they do not shout and such. They laugh a lot, they make jokes also, they are good teachers.

(Students' group interview #2)

4.1.3. Micro-system 3: Students (appendix 18)

4.1.3.1. Students' multicultural competence

Students seem to accept diversity and have respect for one another. Cultural differences are regarded as something ordinary. Some had been unaware of the term diversity when asked and requested further explanation whereas others spontaneously referred to the normal differences between humans like behaviour, achievement, height, clothing or facial

characteristics. Even when they refer to ethnic or cultural diversity, they seem to accept and respect it as a natural thing in any society.

I: Is there any diversity in your school?

S4: [Silence] what is this? In what? We are all children. We are all the same, it does not matter...\

S5: If you are white or black? Greek or Russian or Bulgarian? We don't mind

S6: And it doesn't mean that since they come from other country or have other religion we should behave differently to them, because they are children as well. Children may be forceful, aggressive, intelligent, nice or bad independent of their ethnicity.

(Students' group interview #2)

4.1.3.2. Student behaviour and characteristics

Student behaviour in the school is of a high standard according to the teachers. All teachers expressed their satisfaction with the general student behaviour, although they acknowledged that a few might misbehave due to family and social problems and not because of reactions to discrimination on the grounds of race from other children.

T3: When it comes to behaviour I am much pleased. In other schools that I have worked where the great majority of students were Greek-Cypriot we faced more discipline problems.

(Teacher's 3 interview)

T5: Good and obliging children: Although they are not the best students, they are kind, polite and when the teacher uses interesting activities to approach them they respond and try their best.

(Field-note #3)

Two of the eleven students interviewed reported some occasions of racist behaviour amongst children, though. They reported that some of their schoolmates are bullies and invoke racial taunts to some children of different religious or ethnic background to their own. 'This happens when these [victims] first enrol at the school' (S9, Students' group interview #3). In another report though, a comparison with other schools is provided by S5 who referred to a friend in another school who was yet to be accepted by his new schoolmates:

S5: They didn't make friends with him and they called him names like 'dwarf' and 'blacky'. He came back to our school. Here no one is making fun of him.

(Students' group interview #2)

4.1.3.3. Students' organization – Students' voice

Students are organized in classroom committees which are elected by the students and through this they elect the central school students' committee. Their role seems to be typical (largely window dressing) since they do not regularly meet. Even the few times that the central committee had meetings and took some decisions about the school (hygiene issues, students' behaviour, school's resources) they could not communicate these to the headteacher and teachers.

S10: Sometimes Mr. Kostas might call the president and the secretary of our committee to meet and discuss about our suggestions on the school matters.

I : Did this happen in the last few months? How many times?

S10: No, it didn't! [Sadness]...Bud we would like to.

(Students' group interview #4)

4.1.3.4. Student Problems

Some of the students face psychological problems due to their parents' socio-cultural-economic situation. Many parents do not have the time or general literacy of written Greek or understanding of how the Cypriot school curriculum works to support their children in their school work, which appears to have influenced students' achievement and behaviour.

H: We have witnessed some difficult situations, even violence in the family and called the psychologist. There are some children that are under the Department of Prosperity. The percentage of children of separated parents is big.

(Headteacher's interview #2)

Apart from that, the newcomers in the school feel stress and loneliness especially when they do not speak Greek.

T8: It is very difficult for them during the break time for example to be alone and not be able to speak and make friends.

(Teacher's 8 Concept Map)

4.1.3.5. Students supporting students

It seems that students have created a mechanism of support for newcomers in the school and they apply this as a general policy among them. Most of them have reported examples of this demonstrating their good will to help newcomers feel more comfortable and accepted in the school.

S6: We showed him [newcomer] around the school. And we were frequently asking him if he wanted our help. We never left him alone. We did this until he was familiar with the school.

(Students' group interview #2)

S8: From the first day we are all good with them [newcomers].. Our behaviour is better towards them.

S9: From the start, from the first time I came to the school I made a lot of friends.

(Students' group interview #3)

4.1.4. Meso-system: School Culture (appendix 19).

4.1.4.1 Multicultural display

During my visits to the school I observed (and photographed) the information boards around the school and in four of the classrooms to audit evidence of multicultural display. The only things that had to do with issues of ME were a drawing (children of different races holding hands around Earth) focusing on the values of respect and equality among ethnicities, a poster with the word 'peace' in five different languages and another board which concerned the World Statement for Human Rights and the Children's Rights. Different messages were written on that one:

'All human beings are born free'.

'Your race does not affect your rights'.

'Your rights are irrelevant of your economic status'.

'Your language is not a thing that affects your rights'

The rest of the school's display was about other general issues of social, environmental and health issues. In the classrooms I entered the multicultural displays were also scarce. On one classroom door there was a poster made by students with the phrase 'welcome' written in five languages. In another classroom there was a written phrase on the wall: 'Different, but unique! All 23 excellent!'

4.1.4.2. School climate

'I believe we have an excellent climate', was Kostas' spontaneous response to my question about the school's culture (Headteacher's interview #1). He seemed very confident saying this and added that he wants his teachers to work as a team rather than individually. He tries to avert tension and provides opportunities for interactions between all staff members in a discrete way. Moreover, he said he tries to be fair with his staff in order to minimize tension between them.

Most of the evidence coded in this category illustrates a friendly, collegial, relaxed and productive school climate. Teachers socialize during their non-teaching time either in the staff room or in the school yard. During my visits at the school I observed them smiling while chatting and drinking their coffee in numerous groupings.

They were both drinking their coffee while discussing about it. They seemed happy and comfy.

During the formal staff meetings they participate in discussion and feel free to express their opinion. They appear to be relaxed and they are talkative. Indeed, in some instances the conversation becomes free and the teachers seem very comfortable with one another. This relaxed climate along with humour seems to inculcate positive staff relationships, a fact that they also recognize.

T8: Since everything is discussed there is understanding between the colleagues and we are more human. And the headteacher understands completely when we have something that bothers us. By this a good climate is maintained in the school.

(Teacher's 8 Concept Map)

H: If you have any suggestions of how to spend the money...

T12: Some table games? Perhaps a table football?

H: Yes, that was in my mind too. Or a pool [smiling]?

T4: The pool will be for teachers only! [Laughter]

T14: Yes, we should put it in the staff's room. [Laughter]

(Staff's meeting #3)

Tension and frustration between staff seems rare. Once I observed them being 'intense because three teachers were absent from school and some others had to substitute them' (Field-note #3) by working extra in their non-teaching time. Moreover, Kostas notes that for some time teachers had been separated into two groups when socializing in school. Even though this did not influence the general climate of the school it has been the main cause of any tension.

H: An example of this tension is when there was a need of replacing colleagues that were absent from the school. Unfortunately colleagues were unwilling. Since there was a distance or crack in their relations they weren't willing to help one another.

(Headteacher's interview #2)

4.1.4.3. Relationships

The relationships among the school staff are mostly described above. Overall they have a good collegial relationship, based on respect and kindness.

T2: The relationships among the staff are very good.

(Teacher's 2 interview)

T1: The relationships among the colleagues are excellent.

(Teacher's 1 interview)

They support one another in their work and they cooperate in the best interest of their students. This climate is supported by the fact that decision making in the school is underpinned with discussion and dialogue. Everyone can participate and speak freely during the staff meetings, demonstrate ideas and make suggestions.

T1: Also, we discuss in the staff's meetings for actions we can take in each subject so that we help our students to improve their results based on their evaluations. In the end of the school-year we discuss our results. This process and any dialogue among colleagues help us a lot.

(Teacher's 1 interview)

There were many occasions when this collaboration and willingness between the staff was observed. For example one day the deputy 'had a meeting with the teacher of the 6th grade. They were discussing the organization and the content of the school's final celebration'. Both seemed to enjoy this task and were very friendly and easy going (Field-note #6). On another occasion, the teacher of the GLLC had a meeting with the teachers of the 1st grade to evaluate their students' (those participating in the language class) performance and decide upon a new strategy.

The teachers and the headteacher arrange staff gatherings out of the school at least twice a year. These casual meetings are a way to 'break away from the school's environment and routine so that colleagues feel free and comfy to communicate with each other and build up their relationships' (Headteacher's interview #2).

Kostas seems reticent when the issue of socializing with parents is raised. He says that they (staff) never have any similar social gathering with parents outside the school because 'there are times that parents might misconceive this and alter their perception towards the teachers either positively or negatively' (Headteacher's interview #2). However, there is an event organized in the school that aims to promote parent and staff comingling, although regarding school issues. At the beginning of the school year an evening assembly is organized by the headteacher in collaboration with the Parents Committee. Parents can meet with teachers during this event to be informed about their child's progress and behaviour in school or to discuss any other matter that concerns education. Additionally, the assembly takes a multicultural aspect since parents cook traditional dishes to share. The

small number of attendees though is noted by the headteacher and the teachers as an obstacle to the schools' collaboration with parents.

T2: They rarely visit the school.

(Teacher's 2 interview)

H: Due to this lack of communication with the parents, many other issues regarding their children remain unresolved.

(Headteacher's interview #1)

Besides this scarcity of communication between parents and school, the parents express their satisfaction regarding the school staff and work. Similarly, the headteacher notes that the Parent's Union is always willing to help with any of the school's requests, mainly those of economic nature.

Other relationships in the school are those between the staff (headteacher and teachers) and the students. Being an observer in the school even for a few days during the school year, I have observed a bidirectional relationship based on trust, kindness, respect, love and care. Students in fact demonstrate this in their responses:

S1: I feel good too. Mr Kostas and our teachers are very nice.

I: Why do you say that your school is the best?

S3: Because I really like the teachers here. There is a teacher who shows us different tricks with the basket ball and teaches us how to do them too.

(Students' group interview #1)

T11: I am very pleased. Our teachers are so nice. Most of the time we laugh and make jokes. They are not strict.

(Students' group interview #4)

Also, the teachers express satisfaction with student behaviour. They describe students as very polite and kind. The thing that teachers value most though is their students' respect and appreciation for them.

T2: I think there is respect for the teacher and for our work in the school.

(Teacher's 2 interview)

T3: I don't have any discipline problem. They are polite to each other and to their teachers. They always speak to the plural [demonstration of respect to elders]. I think they feel much love for their teachers and they respect them.

(Teacher's 3 interview)

Lastly, the student-student relationships in the school were also observed. Respect of diversity and a sense of equality among the students were prominent in the data. 'The image that Kostas had described to me before, during our conversation in his office was traceable in the yard in many circumstances' (Field-note #2). This 'image' had to do with students of different ethnicity, culture or religion who were playing happily and enjoying themselves in the school, seemingly unmindful of the diversity. Students' friendship-groupings are also multicultural implying their acceptance and respect of diversity. All of the students interviewed named as their best friends children from at least three different ethnicities.

I: Who are your friends in the school?

S2: (Cypriot) I play with Xenia and Helen who are from Georgia, Petroula who is from Cyprus, Veronica who is from Russia I think and Katerina, Olga, Stella who are from Greece.

(Students' group interview #1)

S9 (Georgia): With Alex from Romania, Paul from Georgia and Andreas from Cyprus.

(Students' group interview #3)

Even though most of the time students use Greek to communicate, they also use their own language either with other native speakers in the school or with their diverse friends who have managed to learn some words or phrases.

I: Can you speak in other language than Greek?

S4: I speak English and little Russian. My friend from Latvia has taught me a little Turkish and Russian.

(Students' group interview #2)

S11: Yes! I can say 'thank you' in Romanian, 'Va multumesc'. My friend from Romania teaches me in the break time.

(Students' group interview #4)

Student relationships are not always in harmony though. They report on occasions when bullying behaviour accompanied by racism occurs between students.

S7: It happens! A few times some children behave like this. There are some children who laugh at some others.

(Students' group interview #3)

Even so, teachers and students note that racism in school is quite rare and temporary. It happens mostly when a student is enrolled in the school and he/she has no friends.

T9: As newcomers they are unknown and perhaps mysterious to these (bullies) children. That's why they are vulnerable to bad comments and teasing'.

(Teacher's 9 Concept Map)

They recall the students' enthusiasm in supporting newly enrolled students (usually non-Greek-Cypriot) into the school to make them feel comfortable and safe.

S6: There was another one, Lewis from England I think. One of my classmates who spoke English was seated next to him in the classroom to help him and during the break time he would teach him Greek.

(Students' group interview #2)

4.1.5. Meso-system: Leadership

In this section I present the coding system (appendix 20) of the issues related to the leadership practice in the school. The codes have been grouped into the following categories which outline the theme of leadership:

1. Vision and Targets
2. Leadership characteristics
3. Leadership style
4. Leadership practice
5. Leadership strategies

4.1.5.1. Vision and Targets

Kostas spontaneously mentioned the word vision, when discussing his school’s policy on ME. He said that having a vision for his school is important. In light of this, in the first two staff meetings of the year observed, he engaged with teachers to explore ways of achieving the vision. Even though he did not directly point out the teachers’ participation in creating the vision for the school, he used the plural form when defining it:

H: Our vision is to formulate our school into a workshop of learning, where the children feel relaxed and free, can achieve academically and have no psychological bias or problems’.

(Headteacher’s interview #1)

It is interesting to see how this vision is inculcated to the teachers. The following table presents quotations from several teachers about the school vision. It is clear that Kostas has managed to infuse his vision in the school as teachers’ responses reflect that vision. Overall, they emphasize the dual direction of the school’s vision which is the students’ academic achievement and their emotional education.

T2	To have decent people [‘anthropous’ = humans] in the school. People who are conscientious, reliable, honest, hardworking.
T4	The general objective is to eliminate the possibility of any child graduating the school without mastering reading and writing (being illiterate). And, as I said before, to make children feel nice when at school, without having the least trouble with each other.
T5	His [principal’s] vision is the all-round development of the children of this school, both in the cognitive sector and the emotional field within a positive climate that exists both among students and between teachers and principal.
T3	Okay, it is definitely related to ME. The most important goal I believe is that all children need to acquire a minimum of knowledge. And all children need to gain that level.

Table 9. Teachers’ answers.

Another important aspect is the school targets and aims that serve to facilitate this shared vision. The school staff says that besides the state's official main objectives of the school year, they set their own independent aims. Kostas stresses that:

H: We are a school unit with special features, thus I will refer to the objectives we had set as a school unit based on these features.

(Headteacher's interview #2)

The school's multicultural nature is perceived as the main reason for these 'independent' aims. Kostas suggests that his school's policy on ME is multidimensional focusing on behaviour, attitudes and academic achievement. He reported three main targets regarding ME that have been set for the current school year. 'Our first goal was to integrate the non-Greek-Cypriot children in the Cypriot educational system' (Headteacher's interview #2). The meaning of integration, though, has been problematic in participants' responses as noted in the section about teachers' multicultural competence (Assimilation = 'smooth' integration), a fact that influences the way this target is applied in practice in the school.

According to T1, another school target in ME was to cultivate diverse students' written language. Teachers' have noted the students' underperformance in written language compared to spoken language during staff meetings. This explains why language support is one of the school's main targets.

T5: As a school we have set the children's written language as our main aim and we decided to focus on this because, although the children can communicate verbally, in writing they face numerous

problems: in their vocabulary, grammar, spelling and syntax. So, we decided to focus on these.

(Teacher's 5 interview)

In accomplishing the target they decided to promote voluntary reading of children's literature books for all students during the first 10 minutes of the Greek language lesson. Thus the children and the teacher simultaneously read their own books in silence.

A third school target is the students' emotional education; that is to make the school a comfortable and intimate environment for children. Eliminating racism and discrimination between students and providing a climate of respect and acceptance are also some of the school's targets. 'Through these actions the students feel safe and welcome in the school community' (Teacher 12, Questionnaire).

Analyzing his aims further, Kostas emphasized the importance of fostering students' and teachers' social relationships since 'schools where social relationships are not healthy are not working effectively' (Headteacher's interview #1). A more specific aim for Kostas regarding the implementation of ME is to improve the students' understanding and respect of diversity. Kostas achieves this by exploring the different cultures, traditions and rituals through different cultural responsive activities (e.g. cooking, sports and music). Through these actions it is hoped the students will get to know each other, discover similarities and differences and eventually respect their diversity.

Kostas states that school targets are evaluated through classroom observations, written tests and continuous evaluation of the students' behaviour during staff meetings.

H: We had children that in the beginning of the school year were completely unable to express themselves in written language and they now [end of year] have reached in high levels. Other children however have hardly progressed. More effort and work is still needed. That's why I say satisfactorily instead of excellent results in its entirety.

(Headteacher's interview #2)

The other two goals (integration of diversity, students' respect and acceptance), Kostas argues, have been fully achieved. To support this he refers to the different multicultural festivities and activities that were organized in the school.

4.1.5.2. Leadership characteristics

Throughout the data evidence of the leadership characteristics have been noted. These are mostly linked with the headteacher's characteristics and style, since most of the participants' responses when talking about leadership referred to the headteacher. Thus, apart from these leader characteristics (friendly and helpful, firm and strict, proud and content, democratic, open-minded, humour), leadership in the school appears to be flexible. This flexibility contributes to finding practical solutions to problems contemporaneously. For example, when they had more than eight students (the maximum) in the first level of language learning classes, Kostas managed to save some extra time and formed two groups. After two months they evaluated the students' progress and those who achieved their targets were transferred to the next level. On the other hand, Kostas did not seem to be flexible on other issues affecting the practice of ME such as appointing teachers or translators, forming the school structure, involving parents in the implementation process

and providing the professional training his staff needs. This seems to be a result of the macro-system's (state) centralized policy and the exo-system's indifference.

In combination with flexibility, the leader's experience of the school context and climate is another characteristic that seems to enable effective leadership. Through his experience in working at the school for more than seven years, Kostas has developed his multicultural competence and in consequence his ability to lead the school effectively. Moreover he inspires confidence to his colleagues.

T1: Discussing with the headteacher, since he has more contacts and experience in the situation, I know that he knows what's going on here and tries to set goals that would facilitate the schools' diversity.

(Teacher's 1 interview)

4.1.5.3. Leadership style

Kostas' leadership could be characterized as a democratic one even though in some instances in the data leadership appears to be authoritative. He uses dialogue when there is an issue to decide, he involves his teachers in the process of decision making and tries to take a balanced approach towards all the teachers. T1 reported that she could not think of an instance when her headteacher acted in an authoritarian way. She emphasized the following about Kostas' leadership style:

T1: He always motivates us, promotes our initiatives and uses dialogue and conversation in decision making a lot. He is democratic.

(Teacher's 1 interview)

This democratic stance of leadership has been observed in all my visits to the school and particularly when attending the four staff meetings. At all meetings, collaborative dialogue, extensive discussion prior to any decision making and freedom to speak had been observed.

H: It is fine for any of you that want to go. Especially the 1st, 2nd and 3rd grade. Think of it and inform me of the date you decide to go colleagues.

H: If you want to be organized in teams we should do it now. I do not mind, but please be organized.

H: You are free to do it as you want...

(Staff meeting #3)

The instances of authoritative leadership are few and far between. These are mostly concerned with being decisive in difficult situations or finding solutions to obstacles.

H: There were no colleagues volunteering for these groups (language learning classes) this year and I was therefore obliged as a headteacher to appoint two teachers.

(Headteacher's interview #2)

T5: Em...In certain occasions, because our [educational] system is centralized, it appears that the school leadership is also like this. But, whenever there are opportunities for democracy, plurality and expression of different opinions, I see that he [headteacher] facilitates it.

(Teacher's 5 interview)

Finally, there was only one reference to what may be termed as loose leadership and I consider this scarceness of data supportive for Kostas’ anti-authoritative and anti-centralized stance.

T4: I think that school leadership could be better. I find that sometimes there is such laxity that causes malfunction at the school.
(Teacher’s 4 interview)

4.1.5.4. Leadership strategies

Several leadership strategies to facilitate ME in the school have emerged from the data. These have been grouped into two main categories: (a) capacity building and (b) collaboration.

Capacity building strategies	Collaboration strategies
<ul style="list-style-type: none">• Support• Coordination and guidance• Maintaining a good school climate• Leading through example• Promoting CPD and teachers’ training• Leadership distribution	<ul style="list-style-type: none">• Collaboration with stakeholders• Involving parents in school• Collaboration in school• Communication with students

Supporting staff has different aspects. Sometimes it involves acting as an advocate for staff in situations where conflict emerges either between staff or between parents and staff. Supporting staff in teaching and learning is another feature of support. This is mainly

observed as instructional notes during staff meetings and as provision for resources that would support teaching and learning.

ZEP coordinator:

In addition, please record any resources you might need for the activities of the projects in the special form that I will leave in the school so we can apply for funding.

(Staff's meeting #1)

Finally, support has been noted in the leaders' efforts to praise and encourage teachers in their work.

T4: Don't be hesitant on this! It will work just fine. You will be in charge of a station with a team of students for 80 minutes. You will do your lesson and then have another team. You will manage it, I am sure.

(Staff's meeting #4)

The second strategy is about coordination and guidance on management or instructional issues. This entails the leader being informed of things around the school so that he can intervene and help his staff when needed.

H: You should inform each parent personally for his/her child. Don't spare any time to make a general speech. Also, tell the parents the truth for their children's situation. Neither say lies to hide the students' weaknesses nor exaggerate and make them feel stressed. Tell the truth! Where they fall short, where they are good and how they can help them.

(Staff's meeting #2)

Maintaining a good school climate is one of Kostas' central beliefs and aims. He believes a good collegial climate can foster a productive culture and school improvement. Thus he takes action to achieve this either by eliminating frustrations or by building good relationships based on friendship, appreciation, trust and respect amongst the schools' staff and stakeholders.

H: On the last day of the school we all gathered in the school yard and had fun with music and food.

(Headteacher's interview #2)

Different problems regarding the date and time that would be more suitable for the parents are reported by several teachers and are considered. Humor is employed during the discussion. Finally, they are all reasonable and agree on a date.

(Staff's meeting #1)

Another leadership strategy that builds staff capacity is leading through example. The headteacher does not only theorize instruction and provide guidance but also walks the talk. When leadership is seen as an active agent of the schools' policy and practice, this is appreciated by the teachers.

T5: He is the type of headteacher that visits and teaches in the classroom. And this not only provides big encouragement and guidance to the teachers, but also it is a way of communicating with the students.

(Teacher's 5 interview)

Continuous professional development and teacher training could increase staff capacity to implement ME in the school. Although this is acknowledged by all stakeholders in the research, leadership behaviour is basically limited to announcing different seminars that are organized by external organizations and by exchanging ideas or concepts of teaching and learning methods between staff during meetings. The lack of professional development strategies in the school is noted by the headteacher who identifies this as the state's responsibility.

H: The Ministry provides no training at all. It depends on the teachers' sensitivity and willingness if he/she will find and participate in a training program.

(Headteacher's interview 1)

I: Who do you consider responsible for the staff's professional development?

T4: The Ministry of Education has the biggest amount of responsibility.

(Teacher's 4 interview)

The last strategy noted to promote capacity building is distribution of leadership. Through this teachers' are empowered to act as responsible professionals, they are motivated and feel accepted and trusted.

T2: The headteacher uses decentralization even if he is always the point of reference. There are several responsibilities in addition to classroom managers, like supervisors for theatre club or media club.

(Teacher's 2 interview)

T8: With regard to those that undertake certain responsibilities and roles that are assigned to them by the headteacher, they are related with subjects of school organization, discipline or school festivities.

(Teacher's 8 Concept Map)

Collaboration strategies are also highlighted in the data. Leadership promotes collaboration between staff in the school by providing freedom to act, distributing leadership and establishing democratic decision making. Coordinator teachers meet with colleagues to organize events or take decisions about teaching and learning strategies.

T2: They inform their fellow colleagues, give some guidance on a target, for example they ask us to prepare a multicultural event for the Christmas festivity and ask for our suggestions as to what should be presented and which students will present it.

(Teacher's 2 interview)

Students have the opportunity to communicate with the headteacher mostly in school assemblies and when he visits their classrooms. School assemblies are held once a week. The communication is mostly one way since the headteacher informs students about different school decisions and plans, notices misbehaviour and notes hygiene or safety issues. During the headteacher's visits to the classrooms the communication is more direct, friendly and bidirectional. He makes announcements, talks with students, teaches and evaluates the work in the classroom.

S3: Also, he asks if we are fine, how we are doing, if we have any problem. He asks about the lesson we have, he talks with our teacher and then leaves.

(Students' group interview #1)

S5: Yes! He comes several times and he teaches Maths, Greek, Geography... We like it a lot when Mr. Kostas visits our classroom and teach us, because he explains it well and he makes jokes.

(Students' group interview #2)

S9: Yes! Lets say we have Maths....he teaches us something new. He comes and says gently: 'Hello children how are you? What lesson do you have?' He doesn't come in a serious style or a temper. He asks about our needs so he can satisfy them.

(Students' group interview #3)

Although there are multiple examples of communication with students this could not be considered as students' involvement in leadership. It is mostly about being informed of students' progress, problems and behaviour which would provide evaluation opportunities. Moreover, it contributes to good relationships between students and staff. Involving students in decision making and school policy was limited as it has been pointed out in '*Students' organization – Students' voice*' section previously.

Another type of collaboration strategy is that with stakeholders outside the school's micro-system. Evidence of collaboration with parents, community members, school inspector, ZEP coordinator and fellow-headteacher has been identified.

H: We have an excellent cooperation with parents and the community. I am very pleased. Whatever I ask them I have it. And they are

happy with our work too. They constantly show us their love, appreciation and respect which excites us and gives us strength to continue.

(Headteacher's interview #2)

Parent and community involvement in the school is twofold, either direct or indirect. Participating in school activities, mostly cultural festivities, is one way of direct involvement. Inviting parents to the school to talk to the students about their culture is another. On the other hand, the parents and the community have a significant role in the economical support of the school and in advancing school policy demands to the MOEC (mainly about the school building, safety, economical support, students' well being).

PA1: The Parents' Union aims to resolve different problems, mainly of an economic nature and building structure which we have achieved this year.

Another issue that we have raised to the MOEC is that of the preparatory period for the non-Greek-Cypriot students. I mean the 'welcome classes'.

(Parent's 1 interview)

Their collaboration with the school leader in accomplishing these is acknowledged:

PA1: The school headteacher had a significant role in these. He helped us a lot to succeed.

(Parent's 1 interview)

Nevertheless, apart from the ways of involvement mentioned above, the collaboration with parents and community in school planning and targeting on ME is non-existent. The headteacher, the teachers and the parents are frank about this.

H: The Parents' Union is helpful; they are involved in activities that we have planned. We have not involved them in the planning and aiming phase of ME, though.

(Headteacher's interview #1)

T2: They are willing to help in activities when we ask them, but we have not involved them in the school planning substantially.

(Teacher's 2 interview)

I: Do you know the school's targets on this?

PA2: No, I don't know the targets. But there are activities on these issues.

(Parent's 2 interview)

The collaboration between leadership and the macro-system which is basically represented by the MOEC and its officials (school inspectors, ZEP coordinator, Pedagogical Institute) is more problematic. A lack of collaboration and an insufficiency of support in practicing ME are reported by the teachers, parents and headteacher. Rare visits to the school, unqualified personnel in high positions, ignorance of school reality regarding ME and lack of support have underpinned a perception of the State's inadequacy.

T3: As a disadvantage I would say that there isn't any appropriate support by the officials. There is ignorance.

(Teacher's 3 interview)

T1: I think there is much improvisation on the MOEC side. There is no qualified staff on the subject who can help us substantially, at least those in the MOEC.

(Teacher's 1 interview)

PA2: Our president fights continuously for these issues. He even had a meeting with the Minister himself, but only words, words, words...Our basic and only problem is this, I would say.

(Parent's 2 interview)

H: I hope that in the new school year they will finally visit our school, to see, to listen our problems and difficulties and give solutions.

(Headteacher's interview #2)

4.1.5.5. Leadership practice

The practice of leadership is presented in the following nodes that emerged from the data:

- Appointing teachers responsibilities
- Decision making in school
- Empowering teachers
- Experience factor – Build on previous work
- Handling difficult-conflict situations
- Innovation
- School improvement practices

Teachers are appointed to schools by the state (Educational Service Committee) since the educational system in Cyprus is centralized. This is based on two criteria: the teachers' 'transfer points' (an algorithm which accounts the years of teaching experience, distance of previous schools from home, family situation) and the teachers' application form. The school has no authority on this. Notwithstanding this, the school's teachers and

headteacher, based on their experience of working in the school, suggest that certain criteria should be considered when the state situates teachers to the school.

T1: They could select teachers that declare interest to be trained in the subject and put feasible objectives that could be accomplished.

(Teacher's 1 interview)

T4: It would be nice if the teacher appointed to teach in the welcome class spoke the students' language. If there were teachers that speak Rumanian, Bulgarian, Russian or any other language the non-Greek-Cypriot students speak.

(Teacher's 4 interview)

Thus, assigning teachers' responsibilities and duties seems to be fundamentally flawed. Leadership practice is inevitably constrained by this process due to the lack of school autonomy in deciding on who would best serve the school's targets. This has resulted in appointing teachers responsibilities based on criteria like the years of service, experience, individual wishes or talents.

T3: This is a matter handled by the headteacher, perhaps based on the school timetable and how the classes are to be distributed to the teachers...He sees who is more 'convenient' lets say, more functional to take these duties.

(Teacher's 3 interview)

The lack of teacher training on multicultural issues and on the policy of implementing ME is another obstacle to the leader's efforts to achieve the best possible balance in assigning responsibilities to teachers. This explains the burden of appointing teachers for Greek language learning classes for non-Greek-Cypriot students.

H: There were no colleagues volunteers for these groups (GLLC) this year and I was therefore obliged as a headteacher to appoint two teachers. Unfortunately, they were both inexperienced and the work in the classes had not reached my expectations.

(Headteacher's interview #2)

T4: The teachers' willingness and interest to help these children and the fact that those [teachers] wouldn't be classroom teachers. These were the criteria, nothing official and predefined.

(Teacher's 4 interview)

Decision making in the school is the second leadership practice that was highlighted in this tree-node. Teachers feel free to participate in decision making and appear satisfied with this style of leadership. The school's strategy and aims on ME are the products of collaboration through democratic discussion in the first staff meetings of the school year.

T6: The decisions about this are taken mainly during the staff's meetings. Suggestions are made, discussions follow and decisions are taken.

(Teacher's 6 Concept Map)

T5: Participation. That is to make decisions out of discussion and collaboration amongst everyone.

(Teacher's 5 interview)

Apart from school policy decisions Kostas asks for teachers' opinions on issues related to, management of funding, educational resources, meetings with parents, planning of

festivities, organizational issues and educational matters (teaching and learning). Furthermore, he provides time for thinking to emerge and does not rush decisions.

H: Listen! Think about what is best for the children and say it. I can wait until our next meeting for your suggestions since we have got time.

(Staff's meeting #3)

This climate of respect and trust and the general democratic style of leadership empower teachers to participate in leadership practice by taking personal responsibility and developing their own strategy to fulfil the school's targets.

T8: At school, if you want me to talk specifically, the separation of responsibilities is not imposed; any matter is first discussed and then decided. And most of the teachers are ready and willing to take responsibilities.

(Teacher's 8 Concept Map)

T4: Usually teachers have the freedom to decide their own action and strategy in the classroom, based on what had been discussed in the staff meetings.

(Teacher's 4 interview)

T3: I feel that I have the freedom to implement something whenever I need to.

(Teacher's 3 interview)

Innovation is also welcomed in the school as a method of target implementation. Teachers report that Kostas welcomes new ideas that could facilitate ME. Another innovation

attempt to run a welcome class (based on the school's perceptions of what this should be) instead of the GLLC had been halted by the MOEC.

H: By this there would be three levels and each one would have two periods of Greek. Only one teacher would be appointed for this class so that he/she has an overall view of each student's abilities, difficulties and progress. We have successfully tested it two years ago, but they didn't let us continue. '

(Headteacher's interview #2)

These innovative efforts (welcome class and handbook) are two examples of the school improvement practices of leadership. In addition to these, the school leadership works towards changing the prejudicial perceptions the different school stakeholders have about the school, a fact that was pointed out by teachers and parents.

T6: ...now I see that there is a pause of this phenomenon [prejudice] and the problems it caused at the beginning. I don't see those xenophobic behaviours now.

(Teacher's 6 Conept Map)

PA1: I would say that our school has evolved into a very good school, because the headteacher and the teachers have put all their strength and effort on this.

(Parent's 1 interview)

Moreover, the school has indicated three more issues that would facilitate school improvement. The first one is the number of pupils per classroom, the second is the hours

of reinforcement teaching (RT) and GLLC and the third is the teachers' professional development. All had been noted during staff meetings as factors for effective teaching and learning or as difficulties due to the number of non-Greek-Cypriot students per classroom and as a consequence the students' difficulty in using Greek. The headteacher forwarded these problems to officials but nothing has been achieved yet.

T3: Now, about the school, we have noticed some problems, especially the lack of hours for reinforcement teaching, but nothing has changed yet, no improvement from the officials.

(Teacher's 3 interview)

T1: We have suggested they find people that engage on ME, specialists from other countries (Greece mainly) who have more experience on the subject, but nothing!

(Teacher's 1 interview)

Through these practices of leadership, the headteacher appears to play an important but distinctive role. He initiates the procedure and empowers the teachers to participate in it 'because of his positive attitude and his personal involvement' (Teacher's 12 questionnaire). Teacher 11 further supports this by stating that the headteacher is very active on the issue of ME and has managed to pass his enthusiasm on to his teachers by 'encouraging them to dedicate themselves to this aim and contribute as much as they possibly can' (Teacher's 11 questionnaire).

There are times that leadership practice becomes more interventionist in order to handle difficult situations or conflict in relationships either in the micro or in the exo and macro

systems of the school. Kostas reports examples of the strict management of parents', teachers' and students' behaviour that could affect the school climate or achieving the school's aims. Teachers and parents report that being firm and dynamic are two characteristics that are essential for headteachers to be effective in practicing their leadership.

PA1: To set clear aims and accomplish them even if he has to dispute with the stakeholders I have mentioned. If he [headteacher] has the capability and power to overcome the problems and difficulties on the way to accomplishing the aims, then yes, he is successful.

(Parent's 1 interview)

T7: For the leadership to be effective, I think that the headteacher should be a dynamic person. To have the capability and possibility to 'impose' – in inverted commas – himself.

(Teacher's 7 Concept Map)

4.1.6. Exo-system: Parents and Community (appendix 21)

Non-Greek-Cypriot parents are mostly economic immigrants from Eastern Europe and face major socio-economic problems. Most of them work until late at night and sometimes have two or three different jobs. Parents' socioeconomic and cultural status and their unawareness of Greek language seem to influence their involvement and contribution to the school, collaboration with teachers, attitudes and behaviour towards the school. The lack of communication with parents regarding the students' progress in school is prevalent in the participants' responses. Teachers complain that even though they have a scheduled period

per week in their timetable during the whole year for parents' visits the majority never come to meet them.

T4: The almost non-existence of communication and collaboration between parents and school is our biggest problem that I have traced. Perhaps this is due to the language barrier or their jobs or their ignorance...I don't know the exact reason, but we don't meet parents often.

(Teacher's 4 interview)

T1: There are only a few parents that come to the school to meet us.

(Teacher's 1 interview)

PA2: I don't know....maybe it's in their attitude not to be interested. They don't care at all! This is not a good thing for the school or their children. The school sends messages and makes efforts to meet them but they don't go.

(Parent's 2 interview)

A low attendance of parents is also evident in the Parents' Club. The president of the committee says that only 10 – 15 parents are usually present on the election day of the Club. Nevertheless, in the current school year there was an increased interest by non-Greek-Cypriot parents to participate. This was noted by the headteacher as a step forward.

The Parents' Club collaborates with the school and contributes to the implementation of the school targets for ME directly (participation in school festivities and activities, visiting classrooms to speak about their customs and traditions) and indirectly (economical support, data source, pressure to officials for school matters), the focus being the students' well being in the school context.

PA1: As a multicultural school our target is to help towards the children's inculcation into the school climate and prevent the isolation of children. Basically to help them learn about Cyprus, our customs and culture.

(Parent's 1 interview)

PA2: We are concerned with several school issues like festivities, school canteen, building, safety, different problems. We provide help and support when there is a need as much as we can. For example, we have funded some students' food in the Whole Day School because their families couldn't pay.

(Parent's 2 interview)

Although, Kostas used the word 'directly' to describe how he involves the parents in the implementation process, their role in the school seems to be one of contributors rather than partners. They do not take part in the targeting and planning phase of ME, but on the application of the process either economically or practically. However, there are data that show parents' involvement in policy matters. They have pushed the ministry to change the way the welcome class operates, to reduce the number of students per classroom and to improve the school's building infrastructure. These have been noted by the headteacher and the staff as ways of school improvement and they have been raised in staff meetings. This is as an example of collaboration with the school leadership in policy matters that could contribute to the practice of ME and the school's targets.

PA1: So we are pushing the Ministry to make a separate class...for fast language learning courses. If a 10-year-old immigrant child enrolls in the middle of the school year and does not speak Greek it will

definitely affect the whole class. Okay, these are educational issues, but that's what I think.

(Parent's 1 interview)

In cooperation with the Parents' Club, the school organizes a meeting day with all parents and teachers each year. They discuss school work and have a small multicultural festival, since every parent brings a traditional dish of his/her culture to share. Even though few parents attend this meeting, teachers suggest that it is a way to meet and talk with parents and could be organized more than once per year.

T2: Nevertheless, if we manage to meet even five to six different parents each time or even three it will be a profit for the children and the school at same time. This should be organized three or four times each year, not just once.

(Teacher's 2 interview)

Apart from this open day event, teachers use some other ways to contact or meet the parents either by invitation or by phone.

PA2: They [teachers] could even telephone us at home to inform us about something they want.

(Parent's 2 interview)

T5: Although I have invited a number of these parents to the school to meet and discuss about their children's behaviour and achievement they never came.

(Field-note #3)

Nevertheless, the school has not taken any practical steps in providing training for parents as to the way they could contribute in the school work and help their children to succeed in school.

I: Apart from that? Any seminar or speech on pedagogical issues for the parents to attend?

PA2: I don't think anything like this has happened, no.

(Parent's 2 interview)

H: We haven't organized any other training for the parents.

(Headteacher's interview #2)

There has been prejudice amongst parents and the wider community since the increase in non-Greek-Cypriot students began (in the late 1990's). They 'didn't want their children to be involved with the diverse students. Should I call it racism, xenophobia...a bit of both?' (Headteacher's interview #1). Xenophobia and mistrust that had been observed in the early years has now changed into respect, trust and satisfaction according to participants.

H: Today, though, we observe the other way round. Parents who transferred their children are returning back to our school.

(Headteacher's interview #1)

PA2: Each one has its own religion, language and culture. We are all human. We are not racists. In our Club we discuss of these issues to prevent any discrimination in the school. We do not think that 'this one is Russian, this one is Cypriot'.

(Parent's 1 interview)

IN: When the massive flow of diverse pupils first occurred there were actual problems. There were even cases of Greek-Cypriot parents

who wanted to transfer their child from school. There were also communication problems between parents and children because of the different language and culture. But, over time these problems caused by the diversity of the population have disappeared.

(Inspector's interview)

Parents report that they are satisfied with the school's work and results. They demonstrate their enthusiasm with the school, advocating the efforts the headteacher and the teachers make to facilitate multiculturalism in the school context. The president of the Parents' Club is in frequent contact with the headteacher. He is informed of school issues and provides help when asked, mainly on economic issues. He declares that parents support the school in implementing its targets without intervening to its educational work (targeting, implementation strategies and approaches). Thus, they assist the school by funding, sponsorship and trying to develop the school's material and technical infrastructure.

Kostas tries to involve the community in the implementation process, although this is limited. For example, they have asked for help from a local dance club to help them in teaching folklore dances. In most cases the community's role has been one of economic support. The School Board of Governors, the local Co-operative Bank and the Church Committee are the main community stakeholders that provide financial and other support to the school. Also, teachers seem to be motivated to work harder towards ME aims when community members show interest in the school and attend its festivities.

H: They continually show their love, appreciation and respect to us, a thing that excites us and gives us strength to continue our work.

(Headteacher's interview #2)

T5: The mayor is present at some of our school festivities and shows interest of the school work.

(Teacher's 5 interview)

Moreover, the community supports the school in organizing different multicultural festivities. Kostas is enthusiastic when referring to the community's and parents' willingness to help in the celebration of a traditional Cypriot custom called 'burned-meal Thursday'.

H: We had a great fun altogether: teachers, students, parents and community. The Parent's Society was involved in the organization along with the Community's Council. They organized everything! They brought the barbeques, the meat and the salad. Some teachers and the staff helped them to cook the meat and prepare the food for the children.

(Field-note #4)

4.1.7. Macro-system: State (appendix 22)

The school inspector supports the view that the main reason for implementing ME in Cyprus is because society is constantly changing and is developing into a multicultural one due to the integration of non-Greek-Cypriots. Thus, the main objective of ME is to 'provide reinforcement and differentiated programs of GLLC to the non-Greek-Cypriot students' (Inspector's interview) so that these children are 'smoothly integrated and not assimilated into the Cypriot society'. To achieve this, the MOEC have employed several projects like the Whole Day School which is on a volunteer basis and the Zone of Educational Priority (ZEP) which includes schools with a significant percentage of non-Greek-Cypriot students. The ZEP schools are provided with extra teaching hours for reinforcement teaching and

language learning, free meals for non-Greek-Cypriot students and less students per class (compared with the official number in regular schools).

IN: So they can learn the Greek language to communicate in this environment and finally feel happy without trying to change their culture, their religion or their culture.

(Inspector's interview)

On several occasions during the interview, the inspector pointed out the significance of making students feel comfortable and psychologically safe in a democratic and human school. He also stated that ME is implemented in all schools regardless of the number of non-Greek-Cypriot students.

IN: Our policy is common for all schools and even if one non-Greek-Cypriot student in the school we will apply this policy.

(Inspector's interview)

The inspector's role in the practice of ME in the school context is a supportive and consultative one. He stressed the cooperation with the headteacher, the teachers and the Parents' Club in facilitating the process of implementation. Finally, he claims that the MOEC provides the necessary freedom to the school's leadership to facilitate ME. Thus, the school could differentiate its targets from the general educational targets set by the MOEC. Moreover, the school is encouraged to form a team constituted by the headteacher, teachers, students and parents to handle difficult behaviours and to facilitate ME activities into the school. Finally, the school is free to manage the reinforcement hours according to students' needs.

IN: We give the schools the opportunity to manage the time they are given, to consider the methods and to utilize the equipment available in the best possible way to help these children.

(Inspector's interview)

According to the school inspector the MOEC uses several methods to support the school in practicing ME. It organizes seminars for professional development of teachers teaching in the Greek language classes, it provides psychologists to support schools in difficult situations, it appoints a qualified (on ME issues) inspector to the school to advise and help teachers in their work and it provides teaching material and books for non-Greek-Cypriot students. He considers that through these the school is well supported to implement ME.

Regarding the staff's professional development and capacity building, he notes the existence of in-service seminars organized by the MOEC for teachers throughout the year, even though these are not accessible to all teachers. Also, he recalls seminars on multicultural issues organized by the Pedagogical Institute (PI) in the afternoon. In the PI's printed seminar program though there were no seminars regarding ME that were offered in the school district. Two seminars titled: 'Art and multiculturalism' and 'Intercultural Education: Managing language diversity in the classroom' had been provided in a town 150km away from the school.

When appointing teachers to the school, some criteria are taken under consideration even though the CES has the exclusive authority in appointing teachers to the schools based on other independent criteria (an algorithm based on years of service, distance of their home

from school and family situation). Thus, the MOEC tries to appoint teachers in the ZEP schools that have had some training (perhaps a course) on ME during their basic studies at the university. Moreover, efforts to keep teachers with experience in the school even longer than the predefined six years of service are taken (the CES can transfer a teacher to another school when he/she completes six years of service in the same school).

IN: When staffing the various schools, we take into account those schools where multiculturalism is a major issue and try to appoint teachers that graduated from universities that have courses on ME. Also, we try to keep experienced teachers in these schools. For example, there was a teacher who knew Russian and served at the school for eight years.

(Inspector's interview)

'My views on this one are intense' (Teacher's 1 interview). This was only one of the phrases the teachers have used to show their strong critique of the Ministry's involvement in practicing ME in the school. They consider the MOEC has no vision for the implementation of ME, does not have the mechanisms to provide support and is unaware of what is actually happening in the school.

T1: Although efforts are made, they are fragmented because there isn't a common vision and a strategy by the MOC.

There is no cooperation! They do not know what we do! And, because I consider the classroom work very important and we basically don't have reception classes, along with the fact that the teachers are not observed (the inspectors have no indication of what happens in practice), what the teacher says and transfers to the students could be very dangerous in the future.

(Teacher's 1 interview)

An insufficiency on the Ministry's part in accommodating the school needs was also noted by the staff. The lack of professional development and teacher training, the need for policy and strategic planning for ME and especially the creation of welcome class for non-Greek-Cypriot students, in the school has been highlighted.

T2: ...but there are other needs, more substantial needs to be addressed such as the supply of teaching materials to the school, training for teachers, seminars on ME, clear goals, specific goals.

(Teacher's 2 interview)

The school's micro-system considers that the MOEC's involvement in the inculcation of ME is limited to organizational issues (appointing teachers and providing extra hours for reinforcement and language teaching) with no substantial participation in the daily practice and evaluation of ME in the school context.

H: I have said it before, I will say it again. The MOEC thinks that by providing extra hours for reinforcement teaching to the school is done with ME. Well, they are not! ME does not end with this!

(Headteacher's interview #1)

T3: Ok, I think that we don't get the appropriate support from the MOEC. Everything they promise has no application, it's just theory.

(Teacher's 3 interview)

The quotation above is an indication of the discontinuity between theory and practice that appears in the data. Teachers support the view that the MOEC's claims about the

implementation of ME in schools are not in accordance with actuality. Apart from the scarcity of contact with the school's micro-system, the MOEC's officials are also presented as insufficient, amateur and unaware surrounding the issue of ME.

T13: I think the ministry's reactions are impromptu on the issue of ME. There is no one, at least not in the Ministry, trained on the subject who can help us substantially.

(Teacher's 13 questionnaire)

T3: A drawback I would like to mention is that there isn't any adequate support from relevant bodies. We see a lack of interest, perhaps.

(Teacher's 3 interview)

T1: Basically, there aren't any people who are familiar with the issue. A lot is said in theory, but in practicing the integration of these children in schools in Cyprus, only a few know what to do.

(Teacher's 1 interview)

Curriculum was another case for the school. Although Intercultural Dialogue was one of the three main targets for education as presented in the Ministry's circular at the beginning of school year 2007 – 2008, this did not conform to what the headteacher and teachers reported in my initial study. Beliefs about an insufficient curriculum on ME were strong in the school. 'The curriculum did not change in order to meet the needs of ME, it is the same as before' (Teacher's 5 interview). The teachers support a common view that the existing curriculum does not deal with multicultural issues at all.

T1: Eventually we have to follow the Curriculum and teach it in the classrooms...Through this, though, we transfer to them (non-

indigenous students) historical, religious and cultural elements of our country and they get the idea that they are also Greek-Cypriots. I believe this is a failure of the system (state).

(Teacher's 1 interview)

T3: It is unreasonable to expect to work with the books taught in mono-cultural schools and be able to cover the same material. I think there should be some diversification and more appropriate manuals based on the level and origin of our students.

(Teacher's 3 interview)

4.2. Analysis of findings - Discussion

4.2.1. Analytic lens

My ontological and epistemological position, as explained in chapter 3, is that phenomena should be viewed and explored holistically (complexity theory) as an 'attempt to explain how open systems operate through holistic spectacles' (Morrison, 2002, p.7). The focus of my research is on the beliefs and behaviour of different people as addressed in their context and on the interpretations of their world in order to access the meanings and reasons for their actions. Thus, the discussion aims to generate an understanding of the complexity of the social reality in which the individuals co-exist and try to elicit the complexity of the case under study and use this to reflect on wider policy and theoretical issues in leadership and ME.

In this section I focus on analyzing the data based on the meanings that emerged (appendix 15) from the data presented in the previous section and on the theoretical assumptions noted in the literature review of this study. Focussing specifically on my research questions, I will interpret the data in terms of the practice of leadership in response to ME in the school context and the contribution the different school stakeholders (students, teachers, headteacher, parents, community and state officials) have on this process. Through this discussion I will also explore any emerging characteristics in the school ecological system which enable (opportunities, strengths) or disable (needs, problems and difficulties) the leadership practice and the implementation of ME.

4.2.2. Aim 1: Analysis of leadership in response to multicultural education.

R.Q.1: What is the nature of leadership practices in response to the demands of multicultural education in this Cypriot primary school?

R.Q.2: Which leadership styles and strategies are adopted to implement the values of ME in this Cypriot primary school?

My intention in this section is to analyze the ways multicultural leadership approaches and practices ME in the school context. Leadership practice is crucial for the implementation of values and goals in the school context and it will be central in this discussion. Furthermore, in analysing the findings I will try to highlight those leadership characteristics and practices towards ME that could represent specific leadership styles, as addressed in the leadership literature.

4.2.2.1. Moral and social justice leadership

Formulating a clear vision for the school is one of the basic elements of effective leadership and school improvement. It gives direction to the organization and initiates the process of implementation and the practice of policy for change (Huber, 2004; Leithwood and Riehl, 2003; Day et al. 2009; Hallinger and Heck, 2010). Leadership in my study emphasizes a dual direction in formulating and processing the school vision for ME. One, is to achieve all students' academic success independent of their diversity by providing equal educational opportunities and the second to cultivate students' emotional, ethical and social values. This is an indication of the multicultural orientation of leadership since it corresponds to the basic elements of Nieto's and Bode's (2007) definition of multicultural education provided in the literature review. Both, providing equal educational opportunities and cultivating students' emotional, ethical and social values are considered as basic components for the leadership practice towards the delivery of ME in the school. Evidence of achieving students' moral and social values is strong in the data.

- T3: Our headteacher encourages us to include in our teaching all those inherent elements students bring with them which constitute their personalities; their cultural, social and ethical values to make them feel accepted in the school. For example, if we teach about wedding ceremonies, we ask them to present how these are made in their home countries. Through activities like this children are challenged to learn of their own culture and history, compare their own data with their classmates and learn about the country and the culture of their peers. This makes them proud of their culture, they feel others' respect, they trust each other and they realize that they are equal. It is also a motivation for students' teaching and learning.

(Teacher's 3 concept map)

The evidence in this study reveal an ethical orientation of teaching and learning on the values of trust, collaboration, acceptance and friendship which is highly perceived by teachers, pupils and parents. The results of the research project 'The international successful school headteachership project – ISSPP' (Gurr et al., 2005), revealed that for all the countries that took part 'the system of moral and ethical values appears to be at heart of the criteria mentioned' about successful leaders (p.3).

Day et al. (2009) reported that 'a coherent policy framework is necessary but not sufficient' (p.192) for school improvement to emphasise that the moral purpose of leaders is also needed. It is interesting that this study has resulted in a similar finding but in a rephrasing version. The moral leadership practice (multicultural vision, values, qualities and beliefs) exercised in the school meso-system is highlighted in the research evidence and appears to be crucial for the school improvement plan, but it is not adequate for sustainability of change in the failure of systematic policy and support by the macro-system (state). The micro-systems' beliefs and behaviour and their values and vision of moral purpose and social justice seem to manage the inculcation of multicultural values in the school through acting on context and culture, but I argue whether these could sustain development in the long run. 'The policy implication here is that this more morally centred approach to leadership rather than the commonplace instrumental view of the role should be at the forefront of public and policy debate' (Day et al. 2009, p.195). The data reveal a gap that exists in practicing leadership in the school because of a discontinuity between the ecological systems.

- T5: Even though our headteacher makes suggestions to the MOEC for more reinforcement hours due to the increased number of newcomers

in the school, he didn't manage to involve the parents and community in this issue. They could work together and bring pressure to the MOEC. It [reinforcement teaching] is a matter of providing equal opportunities to these students, after all.

(Teacher's 5 interview)

What is missing in the practice of leadership for ME in this school is the successful practice of system leadership at all three levels (at the school level, at the local level and at the system – state – level) as proposed by Hopkins et al., (2011) so that leadership with moral purpose and social justice would be sufficiently inspired and supported by the societal and state policies to provide continuous school improvement for all students.

4.2.2.2. Democratic Leadership (Collaboration – Decision making – Empowerment)

The moral purpose and social justice orientation of leadership towards multicultural values is communicated to the teachers and pupils through democratic and distributed leadership practice. Gale and Densmore, (2003) define democratic leaders as 'those that enable the formation of social, learning and culturally responsive public educational institutions' through contextually specific actions and by developing a commitment to justice for all (p.119).

Leadership practice in this case-study demonstrates a commitment to democratic actions and a respect to social justice through different actions. For instance, it seeks the opinions of school staff in the process of decision making by encouraging them to freely express their ideas on school matters. Moreover, it embraces the discussion of educational and

policy issues. Also, leadership empowers teachers to act and innovate in the process of achieving multicultural values and goals. Finally, it promotes collaboration between teachers at different levels and stages of the school process. The staff, in cooperation, set targets to implement their vision for ME and discuss the process of implementation. This is actually achieved in staff meetings which are the basic forums to formulate school policy and decision making. In staff meetings everyone is provided with the freedom to suggest ideas, listen to others, exchange experiences and actively participate in school policy planning.

T4: During the process [in staff meetings] everyone can participate in the discussion freely and express his/her opinion, suggest ideas and even disagree with what others say. The headteacher and the deputies are always encouraging us [teachers] to participate. Most of the school's decisions about multicultural policy are the outcome of everyone's contribution.

(Teacher's 4 interview)

This democratic process of targeting has contributed to the leadership's effort to 'maintain alignment, synergy and consistency between all of the interconnected elements of the learning-focused design model' (Dimmock and Walker, 2004, p.50). It has enabled the school staff to share a common vision and set targets in collaboration. Inculcating a vision of course should be demonstrated through action and involvement of all stakeholders, since identities shift over time especially in complex situations where people or events interact (Bronfenbrenner, 1979). Blair (2002) refers to effective leaders in multicultural school context that had a clear vision for their school and communicated it with all stakeholders through collaborative decision making. Apparently, Kostas communicates his vision within

his proximal colleagues (micro-system) in the school but not the exo and macro systems of his school, as it appears later on in this discussion.

Respecting teachers' contribution in decision making and promoting collaboration between staff members are two more democratic leadership actions which have also influenced the implementation of multicultural values in the school context. Teachers feel empowered by this democratic practice of leadership to innovate in teaching and learning, take responsibilities and actively participate in leadership distribution. Silins and Mulford (2002) argue that schools that nurture opportunities for teachers to innovate develop and learn have more opportunities to improve student learning. Teachers' actions that facilitate the practice of ME such as to: create educational material for non-Greek-Cypriot students, coordinate meetings between teachers, exchange experience in teaching and learning and organize projects or festivities to celebrate diversity and multiculturalism are some of the results of the practice of democratic leadership in the school.

In my literature review I presented multicultural education as a process which through the development of democratic values and actions in the school (Bennet, 2003) would help students become members of a democratic society (Nieto and Bode, 2007). Hence, the ways students behave (friendship, respect, trust, care) in response to the school's diverse environment and the high level of communication (collaboration, support, good relationships, enthusiasm) they managed to have with each other and with their teachers are some other indicators of a flourish democratic culture in the school. Gerstl-Pepin and Aiken (2009) suggest that leadership programs should focus on 'knowledge and concepts that define democratic, collaborative communities and expand understanding about the social,

political, and cultural context of education in a democratic society' (p.433). It seems that the school's efforts to build a school climate based on good relationships, respect, trust and care for each other are actually democratic practices towards the multicultural establishment of people.

4.2.2.3 Distributed leadership (Sharing – Participating – Contributing)

This democratic stance towards leadership practice in the school has contributed to the shared responsibilities and distribution of leadership amongst teachers. Dividing responsibilities, trusting teachers to be involved in school targeting, provoking and encouraging collaboration are leadership practices found in this study. These tend towards the definition of distributed leadership as 'collaborative, shared, and distributed' terms that are used 'interchangeably to refer to leadership that is exercised by the headteacher along with other key staff members of the school' (Hallinger and Heck, 2009, p.4). Distributed leadership in the school is achieved through a number of leadership practices:

- the shared communication of vision and goals on ME,
- the cultivation of a positive collegial climate and culture,
- the development of staff's capacity to support non-Greek-Cypriot students,
- the collaboration in planning activities and implementing ME targets,
- the distribution of leadership (coordinators, group leaders, responsibilities),
- the openness to innovations and teachers' initiatives.

In this sense, leadership distribution in the school 'is about interactions that influence and that are understood to influence other persons. (Moos, 2008, p.235).

My findings support my argument in the literature review about the significance in analysing the leadership practice in the school context and examining the different agents' influence towards this. It has confirmed that 'the distributed perspective on leadership is grounded in activity rather than in position or role' (Spillane et al. 2001, p.24). But, this activity does not end on the tasks of leadership in the school's micro-systems. My research findings reveal that the impact of the school's ecological system is also essential in the success of this democratic and distributed form of leadership. The next paragraph discusses this in more depth.

In this section I have stressed the importance of communication and collaboration in decision making for building a democratic school culture and promoting the distribution of leadership. Nevertheless, these practices are basically formed in the internal school systems. It seems that leadership has not been successful in involving school stakeholders from the external ecological systems in decision making.

T14: No, I don't think parents are encouraged [by the school] to participate in staff meetings or in decision making about the school's policy. This is not our policy on involving parents. We want parents to come to the school often so that we can communicate with them and discuss about their child's performance. The fact that they don't visit us is a big problem we all [teachers] face.

(Conversation, Field-note #7)

This could be considered as an obstacle in the school's democratic orientation of leadership and subsequently to the efforts to practise multicultural education. Dimmock et al. (2004) notes that 'democratic decision making processes that are inclusive of all members of the

school community are important' (p.54) for the success of strategic leadership practice in multicultural contexts. Moreover, San Antonio (2008) defines democratic leadership practice as 'the idea of stakeholders getting involved in the management of schools through their membership of an advisory school council' (p.43). An analysis of how parents and the community are actually involved in the school and the ways they influence the multicultural leadership practice is presented in a next section.

4.2.2.4. Transformational leadership

Empowering school culture and climate – Building on relationships

An important factor that seems to influence the multicultural leadership practice in the school context is the development of a positive school culture and climate build on trust and respect of diversity. Leadership, in this study, promotes in practice a school culture that is conscious of diversity and multiculturalism. The leader has managed to develop the teachers' and students' multicultural awareness and a school culture filled with mutual respect, trust and care which are considered in the literature as effective leadership practices for school improvement (Silins and Mulford, 2002; Day et al. 2009). Two examples of these practices discerned in the data are the following:

- Promoting interethnic and multicultural contact amongst teachers, parents, community members and students through the different school festivities, celebrations and assemblies.
- Exploring the different cultures, traditions and rituals through different cultural responsive activities in the school context and in the everyday teaching and learning process in the classrooms.

The school leadership has a specific aim to improve students' understanding and respect of diversity through these actions. These leadership practices conform to Banks' (1995) first dimension of ME, content integration, since through these it is hoped that students, parents and teachers will get to know each other, discover similarities and differences and eventually respect each others diversity. The data collected reveal that leadership practice has empowered a school climate 'in which students from diverse racial, ethnic and social groups believe that they are heard and valued, and experience respect, belonging and encouragement' (Dimmock and Walker, 2004, p.54).

S5: Our school is welcoming, no matter where you come from; if you're white or black or yellow. Everyone is equal to each other.

(Students' group interview #2)

Conflict and opposition control (Strong and soft leadership)

Another example of an empowering school culture is the way leadership manages any conflict or opposition to the changing school culture through the practice of both 'strong' and 'soft' approaches to leadership (Blair, 2002, p.184). In this sense, Kostas appears to have the ability to transform his leadership style in both a firm and strict one and in a soft and flexible one depending on the situation. The parents and teachers in this study have noted the importance of strong leadership in the sense of maintaining the school vision in face of any resistance as well as the significance of soft leadership in other situations that have to do with relationships, emotions and trust. Hopkins et al. (2011) note that strong leadership is one of the five key variables in any regional approach to school improvement that relate to increases in student achievement (p.8). This is a way of setting the tone for the school culture, safekeeping it and motivating the different stakeholders to embrace it.

PA1: Truth be told, when you're dealing with the school leadership there will be cases that you will come into disagreement with some people at some point. When managing 20 school teachers, the cleaners, the canteen manager, the diverse students and parents and the community inevitably there will be conflict. If the school leader manages to impose to others – I know it is a harsh word, but what I mean "impose" – to be strong enough to practice the proper administration and set those targets which will help the school to improve, even in the face of conflict, then he is successful.

(Parent's 1 interview)

Leadership trust and trustworthiness are also prerequisites for the progressive and effective distribution of leadership (Day et al. 2009, p.4). Hence, the democratic and distributed style and approach of leadership in the school has promoted the building of norms of collaboration, fairness and active participation. This ability to foster collegial relationships, trust and respect between the stakeholders has been evident in the data and acknowledged by all participants in the micro-system and the exo-system. In this sense, 'school improvement appears dependent on the development of a supportive collaborative school climate fostering mutual trust and a redistribution of power within schools from hierarchical to democratic control' (Webb et al. 2006, p.422). The teachers' and headteacher's belief that good relationships create a calm environment, lessen prejudice and increase respect for each other is consistent with Leeman's, (2003) note that the development of values and skills for living democratically in a multi-ethnic context are part of a leader's process in implementing ME.

It seems that the headteacher's vision of transforming the school into a 'workshop of learning, where all students are accepted as equal personalities' (Kosta's 1st interview), is realized through this culture of trust, morality and democracy. Building on relationships and promoting a culture of respect of diversity and acceptance of the different ethnic and cultural orientations in the school are clues of the transformational style leadership takes in its effort to apply ME.

Prejudice reduction

Apart from that, the transformational leadership style in applying multicultural education is also hinted in the ways leadership reduces prejudice. The school leadership works towards changing the prejudicial perceptions the different school stakeholders have about the school and each other, a fact that was pointed out by teachers and parents in the data:

T6: ...now I see that there is a pause of this phenomenon [prejudice] and the problems it caused at the beginning. I don't see those xenophobic behaviours now.

(Teacher's 6 Conept Map)

Camicia (2007) argues that the 'impact of prejudicial attitudes on students is wide ranging, spanning from lower school performance to poor physical and mental health' (p.219). Prejudice reduction in the school is achieved through lessons and activities that are implemented to assert positive images of ethnic groups and to improve intergroup relations. Developing good relationships amongst all school agents that formulate a positive school climate and reduce tension was a way to achieve this. Also, school leadership has managed to cultivate teachers' and students' beliefs and appreciation of the advantages of diversity in

the school. Hence, in correspondence with other research findings (Landson and Billings, 1994; Hopkins 2002), teachers, students and parents report in the study that diversity in the school poses opportunities for teaching and learning rather than problems as they thought in former (earlier) years. This example of the shifting perceptions people have about diversity in the school is consistent with Mavrovounioti's (2011) claim that diversity is an indicator for democratic teaching and that 'diversity in class can have the meaning of richness academically and increase the academic standards compared to one-dimension learning' (p.4). Consequently, teachers' beliefs about diversity and their attitudes towards multiculturalism appear to be a significant factor in reducing discriminations and racism in this school.

Moreover, the school leadership has managed through specific practices to assist the changing of meaning that school stakeholders have had and 'foster new meanings about diversity' (Riehl, 2000, p.59) in the school environment. These practices are highlighted in the study:

- Designing school projects to counter common stereotypes and prejudice around diversity.
- Exhibiting the school's cultural plurality in festivities and contributing to cultural awareness and respect.
- Promoting intergroup contact of students and parents through several open day activities and meetings.
- Fostering conflict resolution skills and procedures to welcoming newcomers in the school through the active participation of students.

I would suggest that leadership has contributed, through these practices, to identity shifts needed for changing the school culture and climate. Finally, through ‘knowledge construction’ about cultural orientation and contributions of the ‘others’, it has contributed to ‘prejudice reduction’ and ‘empowering a school culture’ that is inclusive of diversity (Banks, 1995).

Yet again, ‘themes and ideas of a multicultural nature need to be embedded in subjects across the whole curriculum, in an integrated way’ (Dimmock and Walker, 2004, p.52) so that ‘content integration’ as illustrate by Banks (1993) would be successful in developing knowledge about cultural diversity and reducing prejudice and discrimination. So, it might be feasible, for both actions (delivered) and beliefs (altered) in the school’s micro, meso and exo systems, to achieve prejudice reduction, but in sustaining school improvement and maintaining a multicultural school environment, a redesign of the curriculum is also essential. (Baptiste’s, 1999; Nieto and Bode, 2007; Skerrett, 2008). Apparently, the centralized macro-system in this study not only preserves the same mono-cultural curriculum, which does not take into account the challenges of diversity (Philippou, 2007), but also limits the leadership practice to innovate in this area. Along with that, the official state evaluation and assessment do not reflect multicultural themes.

T12: A major difficulty faced is that there isn’t any appropriate material on multicultural education provided by the Ministry. The curriculum and the different subject books remain the same while the composition of the student population at our school has changed dramatically.

(Teacher’s 12 questionnaire)

4.2.2.5. Instructional/pedagogical leadership

Attending equity, success and social justice

Baptiste's (1999) definition of multiculturalism notes the importance of reconstructing a school culture adjusted to multicultural values, 'essentially focused on the principles of equity, success and social justice for all students' (p.107). Hence, I consider an analysis of how leadership deals with these three principles within the school is basic in my analysis of the practices of multicultural leadership.

'Equity is the result of changing the school environment, especially the curriculum and instruction component, through restructuring and reorganizing' (Baptiste, 1999, p.107).

Consequently, equity should be the result of transformations in the micro-systems and the macro-system, mostly, so that they facilitate ME values and targets. This is congruent with Skerrett's (2008) remark about the importance of changing 'essential elements of the school environment' (teacher attitudes, languages taught, curriculum, pedagogy and evaluation) to ensure educational equality. Even though the micro-systems could be considered as factors that have contributed to the change of the school culture and the attitudes towards multiculturalism through the practices of leadership that focused on reducing discrimination and prejudice (as discussed in the previous paragraphs), the instruction component and the curriculum are essentially imposed on schools in Cyprus by the centralized educational system and remain unchanged through the years in contrast with the rapid change of society in Cyprus. (Pashiardis, 2003; Panayiotopoulos and Nicolaidou, 2007). Consequently, the gap between the behaviour in the micro-systems and the macro-system influence the practice of multicultural education in the school and contributes to existing assimilative beliefs and conceptualizations, as explained in the next section of this discussion.

The leadership's provision of equal opportunities, success for all students and social justice in the school's cultural, ethnic, social, religion and race diverse population is implemented through the following practices:

- Creating conditions for a safe environment (physically and psychologically).
- Defining rights and responsibilities for all.
- Promoting innovations in teaching and learning (e.g. culturally responsive, cooperative learning, critical thinking and creative thinking).
- Changing teachers' perceptions and beliefs.
- Empowering a climate of respect, understanding and trust.
- Democratic leadership – Distributed leadership – Participatory leadership – Embracing participation in decision making.
- Building trustful, collegial and honest relationships.

Then again, the teachers and the headteacher stress that other important characteristics, which are missing, could contribute to the leadership's efforts of creating equal educational opportunities for all students. The first is bilingual teaching and learning, the second is the use of translators to overcome language communication difficulties and the last is the need of a multicultural sensitive curriculum. 'These are the MOEC responsibilities and they [officials] should provide them through their policy decisions to the school' (Teacher's 7 concept map). The implications of the highly centralized educational system in Cyprus are once again highlighted in this evidence.

Promoting equity pedagogy in the school

Apart from the significance of state policies and strategies needed to ensure that equal educational opportunities will be met, the leadership role in achieving these is also vital.

Equity pedagogy (Banks and Banks, 1993) concerns modifying teaching styles and approaches with the intent of facilitating academic achievement for all students from diverse racial, cultural, and social-class groups. The leadership's efforts to provide equity pedagogy in the school emerge in:

- supporting non-Greek-Cypriot students in learning Greek through the GLLC,
- providing reinforcement teaching to the students (Greek-Cypriot or non-Greek-Cypriot) that are under achieving in the classroom,
- employing appropriate educational approaches in teaching and learning such as: differentiation of classroom work, co-operative learning, empirical learning, group work and culturally responsive teaching and
- welcoming and embracing newcomers to the school.

A specific educational activity implemented by the school, which would support students to overcome the language problems they faced had been the silent reading of books for about 15 minutes each morning. Another collaborative activity in the school towards meeting the special conditions of the school context and diverse students' needs was the preparation of a handbook for teaching in the GLLC. I would suggest that such activities are examples of the leadership's actions and innovations of dealing with inequalities (due to diversity). Leadership aims, through these practices, to establish an equal education which is one of the primary concerns of ME (Levinson, 2007) by 'focusing on the achievement gap among students of different races or ethnicities' (p.634).

Although these strategies have been practiced in the school, the aim of eliminating student inequalities due to diversity and thus providing success to all students has not yet been fully achieved according to the headteacher:

H: Some of the children have achieved excellent results. Some others though have barely improved; they have made a very small progress. More effort and work was needed. That's why I say our general results were satisfactory and not excellent.

Interpreting why these leadership practices in formulating equal opportunities in the school have not been successful (this does not mean that I am critiquing the level of students' academic achievement, but explaining the headteacher's dissatisfaction of achieving 'excellent' outcomes for all students) has uncovered more of the complexity of the multicultural leadership practice in the school. The first point is that there is a failure in the whole ecological system in collaborating effectively and systematically with the school leadership in implementing these strategies. Accordingly, although the leader has managed to involve the school micro-system through his democratic and distributed leadership practices, this alone has not been effective, since the contribution of the exo-system and the macro-system is less direct in the process.

The evidence show that the headteacher and teachers (micro-system) demonstrate an anxiety, because they believe they are 'left alone in the school' (Teacher 9) to fulfil the policy of a new discourse in education implemented in a rapidly changing society from a monocultural to a multicultural school context and educational philosophy without being appropriately trained and supported. Harris (2002) notes the significance of ongoing support so that any staff development plan has its intended impact. This has inevitably influenced the practice of ME and has resulted in the hybrid of an assimilative and a social justice (values of respect, trust, acceptance, care) orientation of ME in the school context as

noted in a previous section. In view of the implied (by the teachers and the headteacher) macro-system's insufficiency to support the school in the implementation process or contribute towards the necessary changes on instruction and curriculum, leadership appears to have a crucial role to play. Thus, at this point it is interesting to note some leadership practices and characteristics which seem to support staff, through several instructional leadership practices, in the implementation process and accordingly achieving the social justice discourse in the school culture and climate.

Building staff capacity and multicultural competence

Building staff capacity through instructional practices is a way to support staff in fulfilling the school's targets and vision (Fullan, 2006; Harris, 2002). The leadership team in the school tries to support teachers by, promoting new methods of teaching and learning, giving instructional notes to support teachers in their work and providing resources that would support teaching and learning. These instructional leadership actions are not imposed by those in leading positions in the school, but decided in collaboration by the staff in their regular meeting once a week. Furthermore, by frequently visiting the classrooms the headteacher is well aware of what really happens in the classroom and thus advise, coordinate and provide help and support where is needed. Through these observations of teaching and learning practice in the classroom, the leadership team can evaluate the school work and re-orientate the school targets and policy towards success for all students. Some of the school's innovations (handbook for non-Greek-Cypriot students, silent reading of literature books) were products of these visits.

These instructional leadership practices are a hint that the headteacher is focusing on influencing and supporting the teaching and learning in a way that will ensure equity and will improve all students' outcomes (Hoy and Hoy, 2006; Smith and Piele, 2006). Also, the leader tries to promote teachers' professional development by communicating different seminars that are organized by external organizations and by encouraging the exchange of ideas or experiences of teaching and learning methods between staff during staff's meetings. This evidence shows that efforts are taken for 'creating the conditions, opportunities and experiences for collaboration and mutual learning' (p.3) which is what Harris (2002) defines as capacity building.

However, the teachers, who are the recipients of any actions towards professional development, do not consider these leadership practices as adequate provision for CPD in the school. Contrary, they stress the need for more focused training on multicultural education and on teaching and learning approaches that would build up their multicultural competence. Their willingness to attend seminars or other professional development programmes on ME is strong in the data.

T13: We [teachers] should ask for more training on multicultural education issues, since it is a new challenge we have to face in our diverse schools. We need more support and training so we can face the challenge of teaching in a multicultural school context like ours.

(Teacher's 13 questionnaire,)

The implications for leadership practice towards the development of a sustainable and efficient training system for teachers are strong here. Another important outcome in the study is the belief that teachers' training and capacity could also be facilitated through other

instructional and pedagogical leadership practices in the form of school-centred professional development. Teachers indicate the lack of models of professional development in which the teachers would collaborate to make sense of the teaching and learning process in their own school context. Observations of colleagues' lessons in the classroom, demonstration of specific teaching methods or innovations used in teaching and learning, co-teaching and opportunities to reflect critically on their practice are some of the non-existing practices leadership is critiqued about.

Thus, the data reveal a need to cultivate greater teachers' capacity by providing high-quality professional development and school-centred training. It is believed that more opportunities for training and developing their multicultural competence would allow teachers to engage in collective explorations of diverse approaches to teaching and learning (Harris, 2002; Frost, 2003) and consequently strengthen their capacity to provide equal education opportunities to all students.

Apart from school-based professional development initiatives though, this study illustrates another potential way of increasing school's capacity building, through the communities of practice. Wenger et al. (2002) define communities of practice as 'groups of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an ongoing basis' (p. 4). The school leadership practices several activities that could be considered according to Wenger (2006) as examples of communities of practice such as: problem solving, seeking experience, promoting collaboration, establishing social communication and providing an atmosphere of openness through the democratic and shared leadership practice. Then again the school

leadership in this study appears to be poor on other characteristics of a typical community of practice, since it has not been successful in providing ‘coordination and synergy’ of the different systems outside the school about multicultural issues, neither it has managed to ‘map knowledge and indentify gaps’ (Wenger, 2006, p. 2) of teachers’ multicultural competence, a thing that would provide opportunities for using feedback and reflection to deepen their professional development.

‘The more one invests in capacity building, the more one has the right to expect greater performance’ (Fullan, 2006, p.9). The leadership role in achieving these instructional leadership practices that develop capacity building in the school is significant. Even in the lack of state support or under the controlled educational system that exists in Cyprus, leadership is challenged to build the school’s capacity (resource allocation, ICT, professional development for teachers, supportive school environment) that could shape these interventions, since through these, schools are becoming more successful in promoting social equity (Jacobson, 2011).

4.2.3. Aim 2: The school stakeholders’ roles in and contribution to multicultural leadership practice.

R.Q.3: What are the school stakeholders’ perceptions and meanings of multicultural education and leadership?

Through this discussion I examine the participants’ perceptions, beliefs, attitudes and knowledge on the issue so that a whole picture of what ME and leadership constitute for them can be formed. Additionally I aim to illustrate that the way people conceptualize ME

and the level of their multicultural competence have implications for the practice of multicultural leadership in the school.

4.2.3.1. 'ME is for non-Greek-Cypriot students' (T-2 interview)

A perception that seems to be common amongst all school agents is that ME is mostly appropriate for non-Greek-Cypriot students. The headteacher, the teachers, the parents and the inspector in the study link the issue of multicultural education in schools to the number of diverse students. Even though they all advocate the importance of implementing multiculturalism in the whole educational context, they still have a strong perception that this new discourse in education has been created as a need for managing the increased number of diverse students in schools during the last decade. On the other hand, schools with wider student diversity are considered by the participants more critical in implementing ME. In this sense, their beliefs are in relation to the assimilative discourses and the rationalism view of diversity as a problem to be managed (Gunter, 2006; Zempylas, 2010).

The use of the words 'need', 'new discourse' and 'managing' are important for our understanding of these conceptualizations. The school agents have demonstrated a belief that ME is a new pedagogical approach that has been imposed to the Cypriot educational system by the social phenomenon of immigration and globalization. The use of several phrasings like 'we ought to', 'we have to', 'we should not' implies that the school agents, especially those in the micro-systems (teachers and headteacher) who are the agents of any implementation practice in education (Gay, 1994; Leithwood et al. 2004; Muijs, 2011) may have not embraced the idea of ME as a social reform movement and as an educational

system that promotes social justice values (Banks, 2001; Bennet, 1995; Grant and Sleeter, 2003; Nieto and Bode, 2007). Instead, they view ME as a ‘need’ they have to attend to because of the societal changes and the increased number of immigrants in Cyprus. This has implications for the way ME is finally practiced in the school context with ‘managing diversity’ (Leeman and Reid, 2006; Panayiotopoulos and Nicolaidou, 2007; Zempylas, 2010;) being one of the final outcomes of this process.

The participants’ first reactions when asked to explain what ME actually is are also interesting and indicative of the conception the agents have of multiculturalism. Their interpretations foreground the provision of Greek language teaching lessons to non-Greek-Cypriot students and the integration of diverse students into Cypriot society, while the social reform, social justice, equity pedagogy aims of ME have not been significantly acknowledged in their responses.

4.2.3.2. ‘At the end, what we do is assimilation, not integration. That’s what we really do, unfortunately.’ (T1 interview)

As I have stressed in the previous paragraph, the participants’ underlying philosophy regarding the implementation of ME is mostly one of managing diversity. They consider that implementing ME is about teaching Greek to non-Greek-Cypriot students so that they are provided with the essential tool to ‘smoothly’ integrate into the Greek-Cypriot cultural and social values. Thus the ultimate goal is to integrate them into Cypriot society. Even though assimilation of diversity is not clearly stated in their responses, the participants have indicated this in their phrasing. The participants may stress that assimilation should not be the aim of ME, but they use words like: incorporate, include, integrate, assimilate and

embody to describe the process of integration as if they had the same meaning. This approach to assimilation may be a part of the logic and ideology of the welcoming society in defence of its values. The implications of societal and national opposition to the transformational feature of ME are explicit. The conceptualization of ME in the micro-system is duly affected by the exo and macro systems' beliefs and attitudes. It is a process where the community and state wants to facilitate the quickest possible assimilation of these students into the dominant culture so that they are finally absorbed. Empirical findings in Slovenia (Lesar et al., 2006), Greece (Paleologou, 2004), Australia and Netherlands (Leeman and Reid, 2006) have noted similar indications of the state's assimilative policy influence on the practice of ME in schools.

Nevertheless, the micro-systems of the school have indicated evidence which opposes these assimilative perceptions and contribute to a view of ME closer to the theoretical definitions of the concept as the carrier of social justice, moral and equality in education (Banks, 2004; Bennet, 2003; Nieto and Bode, 2007). An example of this is the participants' understanding of the importance of respect and equality in the school context. The view of ME as a movement for the development of human values and social justice strategies in the school has been evident in their responses and actions. The headteacher and the teachers have demonstrated a belief in providing students with equal opportunities to teaching and learning and have advocated practices that could develop mutual understanding, respect of diversity, cultural plurality and equity pedagogy (Banks and Banks, 1993) in the school context (these were analysed in the previous section) Also, the students have been illustrative of their conceptualization of diversity, friendship, acceptance and respect for each other. Being the ultimate recipients of any educational policy and target, student's

attitudes and behaviour are decisive in evaluating the practice of multicultural leadership in the school. Thus, I would suggest that students' reported satisfaction about the school climate, relationships, equality of opportunities and respect of diversity in the school context is an indication that multicultural education values are (somehow) achieved.

Inevitably, I use the word in brackets because anomalies arise from the data and analysis. This represents a fundamental challenge to understanding the data. The fact is that even though participants have emphasized integration of diversity in their responses and have demonstrated multicultural understanding to implement the values of ME, they seem to really adopt and express a concept of managing diversity approaching assimilation. This realization of a mismatch between espoused views and actual behaviour (Argyris and Schon, 1974) in the practice of ME has been one of my encounters with the tension between the micro and macro systems.

The official state policy calls for the implementation of ME in the school context theorizing the values and goals of multiculturalism as reported in the literature, but remains vague due to the lack of: support, resources, professional development, systematic implementation process, and evaluation. Hence, in reality what seems to be the target of society is the managing of the cultural, ethnic, language and financial differences the students have in an assimilative way. On the other hand, the school's teachers and headteacher although influenced by the macro and exo systems' societal and cultural perceptions regarding the 'managing of diversity', are responding to the values of multiculturalism based on their personal qualities and values, their pedagogical training and their experience in inculcating the values of respect, equity pedagogy and acceptance in their everyday practice and in

formulating a multicultural positive school culture. Shah (2006b) notes the significance of changing 'imposed inclusion' to an approach that is positioned towards the value of equality. Moreover, she stresses the importance of respecting diversity and identity, because when these are defied, it could cause 'the learners' disappointment with the educational leaders and institutions' (p.228).

R.Q.4: How do the Cypriot educational system and state policy affect the multicultural leadership practice in the school?

4.2.3.3. A gap between the micro-system and the macro-system.

In the previous sections I have pointed out several differences between the micro-system and the macro-system theories and practices on the implementation of multicultural education. This paragraph aims to discuss this gap in more detail.

Baptiste's (1999) definition of multiculturalism notes the importance of reconstructing a school culture adjusted to multicultural values, 'essentially focused on the principles of equity, success and social justice for all students' (p.107). The provision of equal opportunities in a cultural, ethnic, social, religion and race diverse school population appears in this study to have implications for instruction and policy. Some of these implications have been analysed in the discussion of the leadership role in providing equality in the school context in paragraph 4.2.2.5. At this section I concentrate on other policy actions to overcome inequalities due to diversity.

The official policy for ME is to 'provide the necessary conditions that ensure equal educational opportunities and success for all students' (MOEC, 2010, p.4). The MOEC has

implemented the ZEP, Whole Day School (WDS) and Greek Language Learning Classes (GLLC) initiatives as actions to support diverse students and reduce inequalities due to the socioeconomic situation of most of these students. Although they describe activities in the WDS as interesting for children, the participants in the micro and exo systems perceive this initiative more as a social provision for safe-keeping students in the afternoon rather than an educational action for facilitating students' inequalities in teaching and learning. The number of students participating in the WDS is small and decreased during the school year. Moreover, it seems that there is not enough connection and productive collaboration between the ordinary school work and the WDS work.

On the other hand they are positive about the ZEP initiative, because it provides the school with extra teaching hours for reinforcement teaching and GLLC, free meals for non-Greek-Cypriot students and less students per class (compared with the official number in regular schools), strategies that directly affect teaching and learning and are considered as practices that eliminate student inequalities. Apart from these policy practices though, the MOEC seems to be distant from the school reality. The criticism against the MOEC and its policy on ME is robust in the data revealing a gap in the collaboration between the micro and macro systems that concerns the following:

- Lack of vision and strategy for ME.
- Insufficient and untrained personnel on ME issues in high positions.
- Lack of support (resources, funding, consultation).
- Ignorance of the school reality and actual problems.
- Lack of teacher training and professional development of staff.
- Inappropriate curriculum for ME.

4.2.3.4. School's autonomy Vs State's centralization

The implicit discontinuity between the school's autonomy and the centralized educational system is evident through the data. It appears that policy and curriculum requirements are not always cognisant of the local needs, interests and conditions. It has been interesting not only to identify the existence of this argument in the data, but also to see that the school's micro-systems are sometimes in favour of and sometimes resistant to the school's autonomy, thus approving centralization.

My earlier implications regarding the lack of appropriate professional development and teacher training on ME within the school are explicit at this point as well. The fact that all teachers, especially those responsible for the GLLC, have had no training on the issue is highlighted in the data. Provision for teacher training is regarded by the micro-systems as a necessity, but participants (teachers and headteacher) mostly point out that the MOEC, through its centralized authority, should organize any training programme leaving the school leadership unperturbed. The same perception has been illustrated when the issue of appointing teachers to the school has been raised. Even though research suggests that teachers' lay-offs and transfers could be a threat in sustaining achievement in schools (Jacobson, 2011), the headteacher admitted that teachers appointed to the school should be appropriately trained on multicultural education, but the MOEC should have the burden of positioning and transferring teachers and not the school.

On the other hand, the perceptions of leadership autonomy in targeting, planning and organizing for the practice of ME were strong. Through this the school could set appropriate targets according to the students' needs and through continuous evaluation to

apply those strategies and practices needed to improve all students' achievements. The leadership's aspiration to transform the GLLC into a new scheme (welcome classes) based on the micro-system's and exo-system's evaluation and experience on the field, collapsed, because of the different point of view that the MOEC and officials have had on the issue. The centralization of the Cypriot educational system has been a disabling factor for the multicultural leadership practice in this matter. In congruence with Huber and Mujis (2010), I would argue that the influence of leadership at the school level would be clearly stronger if school autonomy was greater.

However, a change on the state's policy from a centralized to a decentralized one, providing full autonomy to the school, is not an end. As I have stressed earlier, leadership appears reluctant in taking responsibility on several issues of school organization, funding, policy and management which are now provided by the state. The state's centralized educational system seems to play a dual-function role on the multicultural leadership practice of the school. On one hand it constraints the school's ability to act on the basis of its own needs, problems, potentials and diversity by hiring and transferring the school teachers, providing limited/fixed founding, determining the school books and curriculum to use. On the other hand, it seems to provide leadership a safe frame in which the school can count on for instruction and support in the absence of leadership's training and determination to form an autonomous systemic community of practice.

R.Q.5: How are the parents and community involved in the implementation of multicultural education in the school?

4.2.3.5. Involving parents and the community

Miretzky (2004) argues that fostering greater communication between teachers and parents is necessary in order to create and sustain a democratic community as well as to support school improvement efforts. Empirical research on the impact of leaders' actions upon school improvement and pupil outcomes has indicated the significant role of parental and community involvement in the school planning and decision making (Day et al., 2009; Jacobson, 2011; Harris and Chapman, 2010).

Empirical evidence in this study shows that although leadership has achieved collaboration in planning and targeting for ME in the micro-system it has not been successful in involving the exo-system in decision making and policy planning, even though relationships between stakeholders in both systems are excellent. To be precise, any involvement of the community and parents in the school has been mainly about supporting the school financially, providing help in school festivities and promoting school's policy requests and decisions. Consequently, the school leadership has created a one-way process of communication with parents and community based on its own needs of finding assistance to accomplish resource allocation and funding. According to the study evidence, it is more appropriate to speak of parents' participation rather than involvement in the school work (Diez, et al., 2011)

Furthermore, the data reveal unwillingness or reluctance on behalf of the headteacher and the teachers to involve the exo-system in the process of decision making about school policy and targets for ME. This scepticism has affected the effectiveness of the school work since parents are not considered by the micro-system as active agents and participants of

what is planned for ME in the school. As a result, they cannot sufficiently co-operate with the school staff in supporting teaching and learning and the school work on ME in general. The staff's criticism regarding the parents' lack of interest about the school work and the rarity in visiting teachers at school for counselling and collaboration is an example of this insufficiency. Nonetheless, the low socio-economic level of most of the parents and their unfamiliarity with Greek language are other factors for the lack of parents' contact and involvement at school.

'Arguments for more community and parent participation are often linked to fundamental democratic principles' in school leadership practice (Gordon and Louis, 2009, p.7). But, as it appears in the discussion of the first aim, the research evidence supports a democratic orientation of the school's leadership style. This democratic leadership practice, though, seems to be confined in the school micro-systems and does not embrace/involve the exo and macro systems. Hence, the description of school leadership practice as a democratic one which focuses on moral and social justice seems to be in contradiction with the lack of will and action to involve parents and community in school substantially by encouraging not only their participation but their involvement in the process of school planning and decision making on multicultural education.

A dichotomy in the ways parents and community should be involved in the practice of ME has emerged in analysing the participants' perceptions. This dichotomy is initiated by the headteacher and teachers and communicated to the parents and community. Hence, the essence of the exo-system's involvement in the process of practicing ME is one of contributing to the school needs (financial, labour, assistant) without participating in the

school policy and planning process. There is a common belief that parents would ‘interfere with the school’s work’ (Parent’s 1 interview) if they had been involved in the decision-making and targeting for ME. This monolithic view of parent’s involvement could be an explanation of the scarcity of regular contact (meetings) between parents and teachers in the school for discussions about the student’s progress. Nonetheless, the low socio-economic level of most of the parents and their unfamiliarity with Greek language are other factors for the lack of parents’ contact and involvement at school. The school leadership, though, does not seem to take adequate actions to promote parental involvement in decision making and school policy nor does it make efforts for parents’ training on educational issues.

Two possible explanations for the occurrence of this contradiction in the leadership practice are supported in the data. The first is the lack of professional training for teachers and headteachers on issues around ME and the importance of all stakeholders’ contribution/involvement in school improvement. The school staff declared a minimum capacity on how to handle situations of multicultural context and a lack of support on how to work in a multiethnic environment. Similar results (Miretsky, 2004) suggest that teachers and parents may desire democratic community connections, but lack the necessary language or support to sustain such relationships. The second, as a consequence of the first, is the insufficiency of the centralized educational system to organize, support and develop parental and community involvement through appropriate policy and CPD programmes for teachers and parents. The target of such practices could focus on eliminating ‘the prevailing practice of viewing parents and community members as ‘outsiders’ or as ‘visitors’ within

the schools', instead as true members of the school community. (Gordon and Louis, 2009, p.4).

The results of a longitudinal research (Day et al., 2009) on the leadership practices of schools that sustain improvement over years are supportive to my discussion here. The research findings suggest that parents and community were 'actively engaged in setting targets for their child and ensuring these targets were met'. Furthermore, 'heads pointed out the importance of community engagement as an important component of their vision and essential to their success' (p.125). In this sense, my findings illustrate that the school leadership does not manage to involve parents and community in meaningful participation in decision making and school planning about the school vision and targets on ME school. As a consequence it is more likely to loose their (parents') support and loyalty (Chapman and Harris, 2002).

Returning to my earlier discussion about the importance of the communities of practice in developing staff's capacity, I would argue that the absence of parents' voice in decision making and planning about the school is also hindering the development of the school as a community of practice. According to Wenger et al. (2002) it is vital to integrate the related communities in the organization to 'knit the whole system together around core knowledge requirements' (p. 6). Hence, the data reveal an insufficiency on the ways parents and community are actually involved in the school.

R.Q.6: What characteristics (values, attitudes and acts) do the school stakeholders use to respond to the multicultural leadership practice in the school context?

4.2.3.6. Personal qualities and values

Headteacher

Several personal qualities/characteristics of the headteacher are outlined in the data. These contribute to developing a school culture focused on social justice values as analysed previously in this chapter. The school leader's inherent attributes reflect his democratic, distributed, moral and ethical leadership style. He is friendly, calm, helpful, open-minded and welcoming to new ideas. He provides freedom for action, encourages dialogue, praises and empowers his staff. He has a strong belief on the power of constructing good collegial relationships in the school. Hopkins et al. (2011) note that successful leaders 'need a range of attributes and skills if they are to succeed in dealing with the challenges presented by turbulent and complex communities (pp.19-20). Hence, the headteacher in my study appears to have those personal qualities and attributes needed for being successful in promoting a democratic, distributed and ethical leadership practice in the school.

These are features of a person whose leadership behaviour is grounded in acceptance, respect, trust and care. The headteacher's general personal qualities/characteristics and worldview promote these multicultural values and by leading from the front and through example, he tries to instil these to his colleagues. Kostas behaves with great respect to people and expects people to behave with respect to others and as a leader he inculcates this across the school community and almost everybody follows him in this. Research findings show that 'honesty, trust and openness in a leader were perceived as important' in contributing to successful school improvement, (Chapman and Harris, 2004, p.224).

Some of Kosta's personal qualities and characteristics echo the characteristics and qualities of 'effective school educational leaders in Cyprus' as listed in Pashiardis' (2003) research project report:

- Have great love and ambition for their profession
- Are risk-takers and ready to act.
- Are honest and truth lovers.
- Are keen on creating and maintaining good school-partner relations. (p.5)

The headteacher in my study had a strong sense of moral responsibility, had a belief in equal opportunities and that every child deserves to succeed. He respected and valued people and encouraged risk taking and innovations. Empirical research (Day et al., 2009) on effective leadership practices support that these set of values are 'basic leadership values and practices' that 'almost all successful leaders draw on' (p.10). Nevertheless, I consider his lack of formal and continuous training on the issue of ME and leadership as an obstacle in the process (hiring teachers, supporting teachers, being updated, innovating, building staff's multicultural competence, providing professional development and teacher training opportunities in the school). 'If schools are to affirm diversity, contest assimilation and also promote social cohesion, there are important issues that need to be addressed in the training of principals' (McGlynn 2008, p. 14).

Teachers

In accordance with the evidence about micro-system 1, the teachers' personal attributes appear to be a significant factor that facilitates the practice of leadership in the school. Their willingness, openness and collegial spirit have been critical in the leadership's efforts

to create a positive school climate towards multiculturalism and its values. Apart from these attributes, though, the teachers' multicultural awareness (perceptions, knowledge, skills) seem to play a significant role in the implementation process, hindering the transformational aim of ME and facilitating an assimilative policy imposed by the societal beliefs. In addition the teachers' lack of training on ME and their lack of experience in the school have contributed in being resistant to undertake responsibilities in regarded key positions for the implementation of ME like the GLLC and the reinforcement teaching hours.

Pupils

Students are the recipients of education. Therefore, examining their beliefs and behaviour in the school was considered significant for the study. The simplicity of their viewpoint around the issues of diversity in their school and their positive attitudes regarding student relationships and multiculturalism are indications of the success of the moral and ethical leadership efforts to apply multicultural and social values in the school. Additionally, the scarcity of prejudice, discrimination and racism amongst students advocated the transformational style of leadership and the empowerment of the school culture and climate (Banks, 1995; Baptiste, 1999).

Then again, the system's pressure to use only Greek without any opportunities to exploit their own language in the school, the dominance of celebrating customs, religious and ethnic events of the Greek-Cypriot culture and the lack of knowledge regarding their [diverse students'] ethnic history is evidence of the hidden assimilation policy that exists.

Finally, students have demonstrated a capacity to assist leadership practice in implementing ME by actively supporting newcomers to school and contributing in decision making for several school issues (hygiene, infrastructure, behaviour, activities) through their organized committees, even though these were not satisfactorily functioning or acknowledged by the school leadership.

4.2.3.7. Experience factor

Experience appears to be a significant factor in my study, influencing the multicultural leadership practice of the school. The leader in this study had been acknowledged by all participants as a man with great experience in dealing with multicultural issues due to the years serving the school. The challenge of leading in a multicultural school context without having any formal professional training on ME has provided the headteacher the opportunity to learn on the job (Gardiner and Enomoto, 2006). Research on educational leadership found experience as a factor that influences the leadership practice in schools (Day et al. 2009; Gordon and Louis, 2009; Gardiner and Enomoto, 2006).

The ten years of serving the school in leadership positions (as headteacher and deputy) have contributed the building of his leadership authenticity to implement ME in the school. My findings are in congruence to Hallinger's and Heck's (2009) who note that headteacher stability had a significant positive effect on changes in the school process and parental perceptions about the school's leadership. His experience of working in the same context enabled him to learn from and with people from other cultures and apply ethical choices, which recognize the complexities of cultural interaction (Paige, 2004) and have contributed on practicing multicultural leadership. Walker and Shuangye (2007) note that intercultural

authenticity is an ongoing process of ‘constantly shifting, adapting and evolving within and outside organizations’ (p. 190) in a developmental process that accounts for all those interconnected elements (societal, cultural, political, economic, religious) which might influence the school context.

On the other hand, the teachers’ lack of experience in the school (75% of the teachers are newcomers) along with their lack of professional training on ME has been hindering the process. Wenger et al. (2002) note that ‘when new members join a well-established community, the process can be daunting for newcomers and time-consuming for current members’ (p. 102). There is a belief in the data that teachers appointed to serve in the school should be able to serve for many years, because through experience they would become familiar with the diversity of cultures, develop their multicultural competence and build their capacity to practice ME more effectively since the ‘leader’s ability to work with diversity will undoubtedly be assisted by [this] familiarity’ (Collard, 2007, p.750). Besides, constructing new meanings about diversity (Riehl, 2000), identity shifts and change take time to be achieved.

In view of the Cypriot centralized educational system, the school is exposed to changes in the synthesis of teachers every year. Hence, newcomers in the school are a challenge, since leadership needs to find ways to help them to get into the scope, culture and background of the organization (Wenger, 2002). The leadership practices in achieving this are scarce in the data. Apart from providing support, promoting a positive school climate and establishing good collegial relationships there are no indications of a specific, systematic and strategic policy to mentor newcomers into the school context neither is a plan for

teachers' training on multicultural education issues, practices that leadership could employ to abate any deficiency caused by the inexperienced staff.

4.2.4. Aim 3: Emerging characteristics that may enable or disable the practice of multicultural leadership.

R.Q.7: What needs, problems and difficulties might arise from the evidence that seem to disable the multicultural leadership practice in this Cypriot primary school?

R.Q.8: What opportunities and strengths might arise from the evidence that seem to enable the multicultural leadership practice in this Cypriot primary school?

Through the thematic analysis of the data several perceptions, practices, styles, abilities and attributes in the school's ecological system were categorized as problems/needs/difficulties or opportunities/strengths for the practice of multicultural leadership. In the discussion of findings and the analysis of the previous research questions (1 – 6) I identified several of these characteristics and practices that could influence the practice of leadership for ME. In this section I present these enabling and disabling characteristics.

4.2.4.1. Disabling characteristics (Needs/Problems/Difficulties)

Multicultural competence:

One of the emerging needs in the school's ecological system was the participants' low competence on multicultural education. This was evident in all systems, from micro to macro. The attitudes, knowledge and skills the participants had about ME undermined the process of implementation and the multicultural leadership practice in the school context.

The participants' readiness to suspend disbelief about other cultures and beliefs about their own was not sharp in the data (Byram, 1997). Moreover, there was a low demonstration of knowledge of the school's social groups, their culture, values, perspectives and practices. Finally, the school's multicultural leadership practice was adversely affected by insufficient skills of interpreting and relating from another culture to one's own culture (Byram, 1997). The difficulty to use foreign language skills and perceptions of other cultures in the school context to extend access to information, experiences and understanding is an indication of the insufficiency of multicultural skills.

Implicit in the level of teachers' multicultural competence are three attributes, categorized as needs-problems for the multicultural leadership practice in the school, which were observed in the data. The first is the lack of CPD and teachers' training on ME in the school context. Teachers' voices were loud and clear about this. They expressed significant concerns about the insufficiency and lack of appropriate training that would develop them as professionals on themes around multicultural education.

The second is the absence of a strong plan for capacity building that would involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved. There is a strong role for leadership teams to play, as both administrative and instructional, 'to demand that their teachers undertake such training and to assist them in acquiring it' (Zirkel, 2008, p. 230). Building teachers' multicultural competence through professional development and capacity building strategies is a central practice leadership should focus on for school improvement. This, as I have argued in a

previous section, could be the outcome of a community of practice, where teachers training would be primarily school-based and built into the day-to-day work of teaching and learning in collaboration with other organizations outside the school.

The last of the needs-problems that appears to influence the process of practicing multicultural leadership is the teachers' lack of experience in working in the school context. This had sharply limited the ability of leadership to appoint teachers' responsibilities (especially placing teachers in the GLLC and the reinforcement teaching). Also, it had undermined the building of the teachers' multicultural competence, since a large proportion of newcomers were positioned by the authorities of the centralized educational system in the school every year. Hence, school leadership had the essential task to continuously build 'a team of allies who support efforts to create greater equity in education' (Zirkel, 2008, p. 198) in response to the changing synthesis of the school staff.

Conceptualizations of ME

The conflicting conceptualizations of ME in the study are another emerging characteristic in the ecology of the school context that hinders the multicultural leadership practice. On the one hand, there is the perception that ME is the education for the diverse students, which is mostly addressed in schools which have a large percentage of non-Greek-Cypriot students. Also, it is presented as an imposition of societal factors (immigration, globalization) rather than a decision. On the other hand, it is viewed (in the school microsystems and mesosystem) as the development of social justice and multicultural values like respect, acceptance, equity and trust in the school.

These opposing perceptions of what ME is about could be correlated to the lack of multicultural competence amongst the school stakeholders. These have contributed to the delivery of an assimilative policy on the way diversity is handled in the school. In analysing the path towards developing intercultural competence, Bennet (1993) proposed the Developmental Model of Intercultural Sensitivity (DMIS) consisting of six consecutive levels (Figure 5) From the discussion of the first two disabling characteristics (multicultural competence and conceptualizations of ME) in this section, it appears that the participants of the primary school investigated in this research are situated between the minimization and the acceptance stages of the DMIS. The participants acknowledge cultural deference’s on the surface but consider all cultures as similar. Furthermore, they accept and respect cultural differences with regard to behaviour and values.

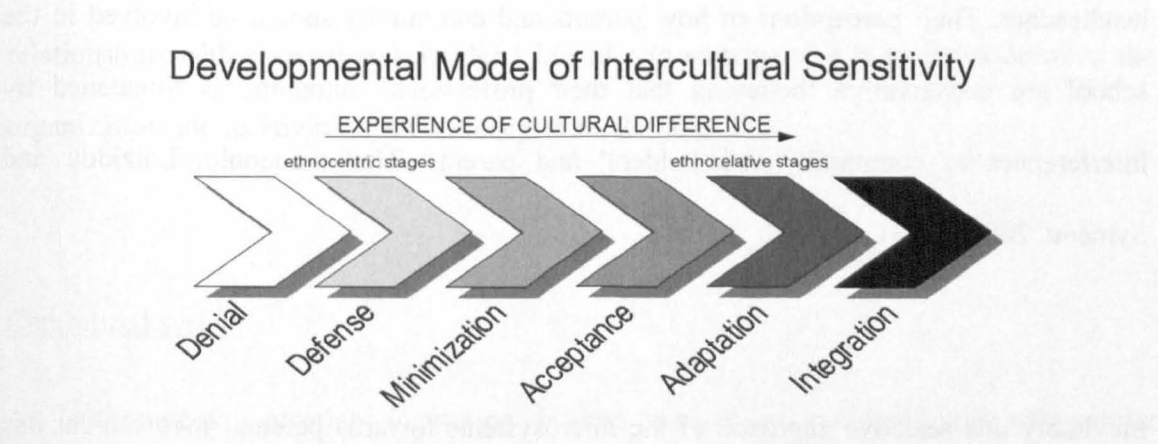


Figure 5: Bennet’s DMIS

Hence, teachers in the school seem to have adopted pluralistic attitudes and values towards the integration of diversity in the school context to some extent, but still, as members of the monocultural, conservative and centralized Greek-Cypriot educational system, appear to view and practice multicultural education as the way to overcome difficulties due to

students diversity and fit non-Greek-Cypriots in the dominant culture. As a result, these conceptualizations might disable the practice of multicultural leadership in the school.

Insufficient parental involvement

The third emergent characteristic that seems to disable the practice of multicultural leadership in the school is the inadequate involvement of parents in the school work. The evidence reveals that parents were only perceived as passive facilitators and contributors to the school work. There was no evidence of parental involvement in the decision making process and the school policy planning on issues around multicultural education or in any other educational planning. Hence, there is a limit on the way parents are accepted and expected to participate in the school work which is mainly set by the teachers and headteacher. Their perceptions of how parents and community should be involved in the school are conservative 'believing that their professional autonomy is threatened by interferences of community stakeholders' and parents (Hadjitheodoulou-Loizidou and Symeou, 2007, p. 63).

Inevitably this selective approach of the microsystems towards parental involvement has weakened the opportunity of the school leadership to enhance parents' interest and participation in helping their children to learn and improve in schooling. Moreover it has been a hindering factor for the development of a community of practice that would involve in democratic decision making all school agents. Evidence reveals a lack of leadership actions to encourage parents' participation in school meetings about targeting on

multicultural education policy. This appears to have obstructed change in the school culture and have sustained the monoculture, monolingual domain of education in this multicultural school context.

Andelides et al. (2010) report a case study from Cyprus on the role of leadership in promoting inclusive education. One of the emerging themes and conclusions was that involving parents and community in school activities, classroom teaching and learning and decision making had a positive affect on school work. Ultimately, the diversity of cultural values, aspirations, perceptions and identities of these cultural and ethnic groups of people (that could have been the catalyst for transforming the school into a community of practice) were merely considered in this research's school. As noted in the literature review of this study it is important for leadership 'to take a proactive stance in building effective relationships with external stakeholders' in order to manage 'the boundaries between the organization and its environment' (Preedy et al., 2003, p. 1)

Centralized system

An autonomous education institution is less subject to political and bureaucratic interference and more responsive to those it serves (Glenn, 2000). The educational system in Cyprus has been criticized by the teachers, headteacher and parents for ignorance on the way multicultural education is really practiced in the school and for insufficiency to support the school in the process of implementing ME. Evidence shows that leadership was

restricted by the state policy to innovate on organizational, educational and administrative issues which could facilitate the provision of multicultural education in the school.

These restrictions had to do with the number of students per classroom, the positioning of teachers in the school, the use of Greek language in the teaching and learning, the curriculum design, the provision of educational resources and school books, the mono-cultural domain of education, the financing of the school and the training opportunities for teachers, headteacher and parents. Even though the centralized system was strongly criticized, a notion of a semi-decentralisation of the system is evident in the participants' perceptions rather than an autonomous school. This corresponds to Karagiorgi and Nicolaidou's (2010) suggestion of certain decentralisation processes that the Cypriot educational system could adopt. They argue that maintaining its central policy and overall planning and monitoring of schools, the MOEC could establish 'the quality of education provided, while allocating budget and staff management responsibilities to district education authorities' (p. 64).

4.2.4.2. Enabling characteristics (Opportunities/Strengths)

Relationships – Interpersonal interactions

Relationship building is a vital factor for the successful implementation of any innovation, school change and improvement effort (Fullan, 2006). The existence of good, collegial and positive interpersonal interactions in the school and between the school and the parents had been highlighted in the data. Lawrence (2005) notes that the ability of leadership 'to

engender that respect among the staff', as well as the ability 'to foster collegial relationships between those who try to implement change' (p. 356) are aspects of commitment to the success of the organization.

The leadership team in this study has managed to develop trustful relationships and a sense of belonging in the school meso-system. This had positive effects on the practice of leadership in response to multicultural education since these strong relationships contributed to the collaboration between the school agents, the creation of a democratic school climate, the promotion of a culture of trust and respect of diversity and the building of norms of support amongst the students and teachers. Bronfenbrenner (1997) has noted the importance of relationships/interactions between humans in 'ecological research' implying that 'the principal main effects are likely to be interactions' (p. 518).

Celebrating multiculturalism and diversity

Participants in the study have stressed the significance of activities that promote the interethnic contact of school members (students and parents mostly). These were characterized as 'the essence of multicultural education' (Teacher's 5 interview) since through these the school can display the diversity of the cultural and ethnic composition of students and parents. Hence, these school assemblies, festivities, fairs are considered as catalysts by stakeholders for cultivating a climate of acceptance, respect and trust in the school.

Even though this is acknowledged in the literature as a necessity in the leadership's efforts to endorse multicultural values and prejudice reduction in the school context, it is still a

first step towards an end, not an end on its own (Nieto and Bode, 2007). In fact, Madda and Schultz (2009) stress that ‘multicultural education seems to have fallen by the wayside’ when focusing solely on celebrations of diversity in the school context (p. 204). Nevertheless, the ideals of multicultural education exist in the values, personal qualities and ethics of the teachers and headteacher who try to ‘help all students acquire the knowledge, attitudes, and skills needed to participate in cross-cultural interactions’ (Sleeter, 2005, p. viii) which, in combination with multicultural display, help to make the school culture more democratic and just.

Personal qualities

Another characteristic that emerged in the data as potential to facilitate the school multicultural leadership practice was that of the participants’ personal qualities. The headteachers’ democratic values, openness, fairness, appreciation of diversity and ethical values have influenced the empowerment of a positive school culture filled with respect, trust and care about diversity. (Banks..., Riehl) Giving emphasis to these personal attributes, Zirkel (2008) suggests that it is ‘the individual leader, teachers, and staff in a school that will make a difference for students. Policies matter, but people matter even more (p. 192).

Furthermore, the teachers demonstrated willingness to work in a multicultural context, passion to provide equal educational opportunities through innovations, equity pedagogy and cultural responsive teaching and learning, respect and care for all their students. Finally, the

students' attributes of kindness, goodwill, love and respect for one-another had contributed to the building of norms of trust and safety in the school.

These personal qualities of the participants in the micro-systems provided opportunities for the practice of the emotional moral, ethical, democratic and distributive leadership as explained in the analysis of research aim 1 earlier. Moral connections grounded in cultural norms are central to Sergiovanni's (1997) theory of school leadership. The author asserts that true leadership originates from within the heart of leaders, effecting their decision-making, actions, and ways of relating to others. The underlying beliefs, assumptions, values and behaviour of the students, teachers and headteacher in this study constitute a logical dynamic that characterizes and informs relationships with others and the world (Starratt, 2004, p. 5)

Students' support and multicultural awareness – Respect, trust, care

Another characteristic that has been extracted in the data as an opportunity for the implementation of multicultural values was the ways students seemed to socialize in general. Students' interpretations of diversity along with the observation of the ways they behave to one another showed that students seem to have a high level of multicultural awareness, understanding and acceptance of the differences in their ethnic, cultural and religious origins. Partasi (2010) reports in her study similar results about Greek-Cypriot and non-Greek-Cypriot students' socializations and acceptance of diversity. 'Children's ethnicity was not considered to be an obstacle in the development of friendships' (p. 3).

Apart from the fact that their relationships and social interactions were based on friendship, trust, respect and honesty, students in this school have been the catalysts for the welcoming of newcomers in the school. The leadership has managed to involve students in the policy of welcoming newcomers to school, providing support, guidance and a sense of safety during their introduction into the school. Zirkel (2008) stresses the importance of providing the necessary psychological safety to students in schools and making them ‘feel that their classrooms are a warm and welcoming place where relationships with peers and teachers are positive’ (p. 197). The results in this study are an indication of the positive results that students’ involvement in practicing the school policy could have.

4.2.4.3. The duality of enabling and disabling characteristics

Even though I have presented these characteristics separately it is interesting to note that some could have been enabling the multicultural leadership practice in one way and disabling it in another if situate these in the school’s ecological model. This contradiction is another indication of my argument for the complexity of the practice of leadership for ME. The following table is used to provide a clearer picture of this duality of the enabling and disabling characteristics and practices.

CHARACTERISTICS OR PRACTICES	ENABLING characteristics and practices	DISABLING characteristics and practices
Relationships Interpersonal interactions	Relationships in the micro-systems built on respect, trust, friendship Relationships between the micro-systems and the exo-	Formal, distant and insufficient relationships between the micro-systems and the macro-system.

	system built on respect, trust, care	
Conceptualizations of ME	<p>Micro-system's, exo-system's and macro-systems' common conceptualization (theorizing) of ME as the development of social justice and multicultural values (respect, acceptance, equity, trust)</p>	<p>Micro-system's, exo-system's and macro-systems' common conceptualizations of ME as:</p> <ul style="list-style-type: none"> • The education for diverse students mostly. • An imposition of societal factors (immigration, globalization).
Multicultural Competence	<p>Leadership's efforts in the school to build teachers' capacity:</p> <ul style="list-style-type: none"> • Exchanging ideas in staff meetings. • Instructional notes to teachers. • Coordination and guidance. • Headteacher's visits to the classrooms. <p><u>Experience factor:</u></p> <p>Headteacher's experience of working in the same school for ten years.</p>	<p>Lack of formal in-service training programme on ME issues by the macro-system.</p> <p>Insufficient professional development opportunities in the school provided by the leadership (seminars, educational presentations in staff meetings, teachers' exchange visits in classrooms to observe colleagues etc.)</p> <p>Scarcity of professional development and training opportunities for headteacher, teachers and parents (MOEC, Pedagogical Institute, other academic institutions).</p> <p>Teachers' (75% newcomers) inexperience of the school culture and context.</p>

	<p><u>Collaboration:</u></p> <p>Collaboration in decision making, planning, targeting, teaching and learning between the agents in the micro-system.</p> <p>Collaboration in organizing cultural activities/festivities and funding with the exo-system.</p> <p>Collaboration with students to cultivate a safe and welcome school climate for newcomers.</p>	<p>Lack of collaboration with the exo-system and macro-system in school planning and targeting.</p> <p>Scarcity of teacher – parent communication.</p> <p>Insufficient collaboration with students in planning and targeting for ME. (Students’ absence from decision-making forums).</p>
Personal qualities	<p>Headteacher’s and teachers’ inherent democratic stance, respect, acceptance, care, willingness, trust.</p> <p>Students’ kindness, goodwill, love, respect.</p>	
Parental involvement	<p>Involving parents in school activities/festivities</p> <p>Parent’s financial aid.</p> <p>Parents as carriers of cultural knowledge and data (culturally responsive teaching).</p>	<p>Lack of parents’ involvement in decision-making about the school’s vision, targets and plan for the implementation of ME.</p>
Celebrating multiculturalism and diversity	<p>Collegial climate, trust, love, friendship between the micro-system participants.</p> <p>Reduced phenomena of racism and prejudice.</p> <p>Multicultural celebrations and festivities.</p>	<p>Scarcity of multicultural display in the school (boards, classrooms, yard etc.).</p> <p>Majority of celebrations and festivities of cultural, religious, national events of the dominant culture (Greek-Cypriot, orthodox).</p>
Support system	<p>Leadership supporting teachers in teaching and learning through</p>	<p>Lack of support by administrators and inspector.</p>

	<p>instruction.</p> <p>Staff and students supporting newcomers.</p> <p>Teachers supporting each other in teaching and learning.</p> <p>Meso-system supporting school (funding, labour, information)</p> <p>Macro-system supporting school (projects, reinforcement hours, psychologist, resources).</p>	<p>Insufficient suitable resources available.</p> <p>Inappropriate curriculum and handbooks for ME.</p>
<p>School autonomy</p> <p>Vs</p> <p>centralized educational system</p>	<p>Differentiation of school's targets for ME.</p>	<p>School is not authorized to appoint teachers to the school.</p> <p>Dependence on state funding (resource allocation, educational material)</p> <p>Greek language learning classes (innovate, change process according to school needs and in relation to the experience gained in the school context – reality)</p> <p>Imposed monoculture curriculum.</p>

Table 10. Enabling and disabling characteristics and practices

4.3. Summary

In this chapter the analysis of findings has been approached in two parts. First, the evidence collected has been presented in accordance to the school's ecological system in order to provide the reader with the opportunity to understand the complexity of the case under

study and the richness of data. Then, a discussion of the emergent themes in each research question has followed.

Through my discussion I suggested that a contradiction appeared in the stakeholders' espoused beliefs on the meaning of ME and their actual behaviour in applying it in the school. Even though the prevailing societal beliefs in the exo and macro systems are those of managing diversity in an assimilative way, and have also an impact on the micro-systems' conceptualizations of ME, the school micro-systems (teachers, headteacher, students) appear to develop behaviours and beliefs that may facilitate the successful application of multicultural values such as: respect, equity pedagogy and acceptance in their everyday practice and to formulate a multicultural positive school culture. The analysis revealed that a moral and democratic leadership practice that fosters distributed, transformational, instructional and ethical forms of leadership and is based on a collegial vision for the inculcation of ME is adopted in the school.

Furthermore, evidence showed that leadership for ME is a complex issue, influenced by the school's ecological system from the micro to the macro. In contrast with the linear or step by step processes described in the literature, this research has argued that practicing ME is a dynamic and complex issue in reality. Multicultural leadership practice is influenced by the different school stakeholders' beliefs and behaviour across the school's ecological system in several ways. As I have presented in table 10, some of these may enable the process in one way and disable the process in another way, a fact that enforces my argument for the complexity of multicultural leadership. In particular, it appears that the micro-systems of the school strive to achieve educational equity, through shared values (respect and trust),

experiences, positive relationships and personal qualities. But, in essence they cannot achieve ME as the literature theorizes it, because of limitations of the wider support from society, which impacts hugely how the school operates through the centralized educational system and the societal beliefs and attitudes towards ME and schooling in general. Moreover, the lack of multicultural leadership training, the insufficiency teachers appear to have on their multicultural competence and the limitations of parental involvement in school planning are hindering the process. My findings show that the strength and the values of school leaders, the experience of teachers and headteacher (years of working at the same context), stakeholders' relationships and students' organization, can, in some way, compensate for the lack of societal support for applying ME.

4.4. Conclusion

The focus of this research was to gain an insight into the multicultural leadership practice in a Cypriot primary school in relation to the school stakeholders' beliefs and behaviour. The findings reveal the complexity of leadership practice in implementing ME in the school context and the interrelations between the school's ecological systems. Leadership practice is influenced by the internal and external school stakeholders' perceptions and actions. Moreover, some enabling and disabling characteristics and practices within the ecological system have been identified.

The main features that best characterize the multicultural leadership practice in this study are its democratic and moral orientation. In embracing the values of multiculturalism, the practice of leadership has elaborated strategies of distributed, transformational, ethical and

instructional/pedagogical leadership styles. In this sense, multicultural leadership is congruent with the essence of situational leadership (Hersey and Blanchard, 1972) that there is no single best style of leadership in the school improvement journey (Jackson, 2000). Democratic decision making, collaboration and positive relationships in the internal school systems to form a positive school culture that affirms diversity and promotes the values of moral and social justice education are also highlighted. Hence, the study's findings conform to Walker and Shuangye's (2007) comment that for leadership in a multicultural context 'there is no one right way of doing things' (p.194), but it is rather a combination of leadership styles and practices. The following leadership practices are highlighted as important and influential in the process of practising ME in the school:

- Constructing a clear vision about ME in collaboration with the school staff and setting common targets to facilitate this vision.
- Building norms of collaboration and good collegial relationships with the school agents.
- Involving the parents and the community in multicultural activities and festivities.
- Dealing with the inherent cultural differences and diverse needs of the students and providing equal opportunities for the success of all students.
- Embracing social justice principles.
- Transforming the school culture and climate by promoting interethnic contact that would assist the prejudice reduction and the change of meaning that school stakeholders have about the school.
- Developing a safe and democratic school climate of trust, fairness and active participation.

- Enhancing staff's capacity by supporting teachers' development and monitoring instruction.
- Promoting culturally responsive teaching, cooperative learning, empirical learning, critical thinking and creativity.
- Exercising both 'soft' and 'hard' approaches of leadership.

The study has revealed that the stakeholders' conceptualizations of ME have implications of the ways multicultural leadership is practiced and the ways ME is implemented in the school context. Perceptions of ME as an imposed approach towards managing newcomers into the school are in relation to the assimilative discourses and the rationalism view of diversity as a problem to be managed (Gunter, 2006; Zempylas, 2010). The analysis of the school's ecological model has indicated various ways in which each system's beliefs and behaviour affect the practice of leadership in applying ME either enabling or disabling the process.

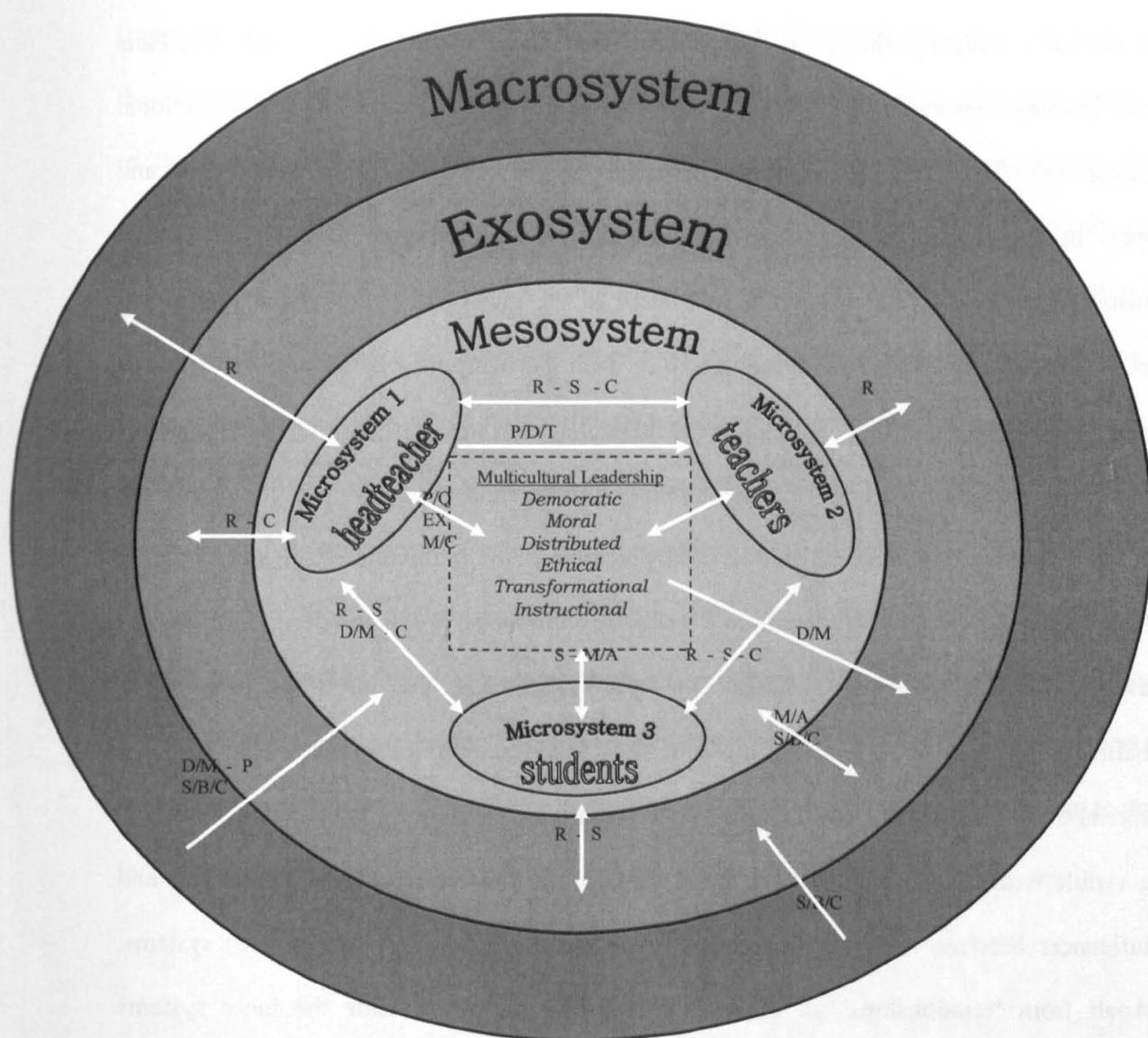
This study fits in with the growing research on leadership that promotes social justice, democracy in education and equity pedagogy for all students (Gale and Densmore, 2003; Gunter, 2006; Theocharis, 2007; Shah, 2006; Woods, 2006; Zempylas and Iasonos, 2010). Examining the ways by which multicultural leadership is practised and analysing the factors that may influence the process of implementing the values of multicultural education in a primary school context, this study provides an understanding of the complexity of the issue. By presenting the complexity of multicultural leadership practice in a Cypriot primary school, this study emphasizes the importance of community of practice, collaboration of all interconnected stakeholders in the school's ecological systems, democratic and moral leadership, positive interpersonal relationships and cultural awareness. Multicultural leadership has a critical role to develop critical pedagogy and

democracy emphasizing on the school's diversity as a vital element for enriching teaching and learning. As Cammarota (2011) notes, these are 'the cornerstone(s) for erudition and discovery. Anything less would represent humanity in nebulous terms' (p. 65).

4.4.1. The school's Systemic Ecological Model

The conclusion of this research is completed by returning to Bronfenbrenner's model as analysed in its full form (theorized) in chapter 3 and comparing it with the actual systemic ecological model (practiced) in the school as it has been observed and analysed in the study. I affirm that when trying to put in the diagrammatic representation of the model the final outcomes of the study in terms of influences, interrelations and connections (using arrows), which have appeared in the data to affect the multicultural leadership practice and the implementation of ME, I came across with the difficulty of representing these in their totality, as analysed in chapter 4, due to the multiplicity of interrelations and influences occurring. This was another indication of the complexity of multicultural practice in the school.

With the intention of making a decipherable diagram (Fig. 6), I decided to show the basic characteristics that had appeared in the analysis section to influence the multicultural leadership practice (as listed in the abbreviation box below) in this primary school. Also, I grouped arrows of similar influence and direction to save space.



Abbreviation box	
C:	Collaboration
D/M:	Decision making
EX:	Experience
M/A:	Multicultural Awareness
M/C:	Multicultural Competence
P:	Policy
R:	Relationships
S:	Support
P/Q:	Personal Qualities
P/D/T:	Professional Development - Training
S/B/C:	Societal Beliefs and Culture

Figure 6: The school's systemic ecological model

It is clearly evident in the model that practice is one thing and theory is another. The facts that interrelations and influences between systems (the arrows) are not always bidirectional along with the absence of several others between systems reveal potential weaknesses and gaps in the process of practicing multicultural leadership in the school context. For instance, the one-way arrows from the macro to the meso and micro systems show the confined capacity of the school leadership to form its own policy based on its own needs and context because of the centralized educational system in Cyprus, which determines the general policy, curriculum, finance, aiming, training and teachers' positioning of the school. Furthermore, societal beliefs and perceptions on multiculturalism and diversity from the macro-system appear to have a one-way influence to stakeholder's multicultural awareness and behaviour, whereas the exo-system and the meso-system share a bidirectional influence mainly because of the closer communication they have and the spread of any outcomes from the meso-system to the exo-system through students. Finally, a visible weakness in the model is the absence of various bidirectional interrelations and influences between the outer (macro and exo) and the inner (meso and micro) systems. Apart from 'relationships' all other characteristics are rare outside the inner systems implying the scarcity of collaboration, involvement, support and decision making in the systemic total school environment (Banks, 2001). This discontinuity limits the transformational role of multicultural leadership and the goal of multicultural education to transform the whole educational system and ultimately extend this change to society (Grant and Sleeter, 2003; Nieto and Bode, 2007).

However, the diagrammatic representation of the model illustrates some potential strengths of the school's ecological system. First, the multiple two-way arrows in the inner systems

(meso and micro) reveal the strong relationships, collaboration and support in the core of the ecological model which shapes a climate of respect, trust, acceptance and empowerment in the school. Furthermore, the bidirectional influence of the micro-systems with the multicultural leadership practice show a dynamic way of transforming inherent beliefs and behaviours towards diversity and social justice education. The ultimate strength of the model is that, through these various interconnections in the inner systems, the school has managed to grow a culture of multiculturalism and to extend the change of beliefs and behaviour in the exo-system in the form of prejudice reduction, acceptance, respect of diversity and commitment to equal opportunities. I consider this power of the micro-systems as the silver lining of this study. Multicultural leaders should act as system leaders to look both into the school's inner systems and across the broader systems. As Hopkins (2006) suggests, system leaders 'realize in a deep way that the classroom, school and system levels all impact on each other. Crucially they understand that in order to change the larger system you have to engage with it in a meaningful way' (p. 13)

CHAPTER 5

CONCLUDING REMARKS

5.1. Implications for practice – Professional Recommendations

The findings discussed in this report provide important data that could be interesting for researchers and professionals in the area of educational leadership, multicultural education and school policy. It concerns school stakeholders (teachers, headteachers, students, parents, governors and inspectors), policy makers and providers of leadership professional development programmes.

The findings have illustrated some leadership characteristics and practices that could be considered as concrete examples of effective practice of multicultural education in a school. Moreover, the research has identified several characteristics and practices (table 10) in the school's ecological systems that may enable or disable multicultural leadership in several ways. On one hand these findings have supported results of other studies on highlighting effective multicultural leadership characteristics and practices (Riehl, 2000; Blair, 2002; Henson, 2006; Gardiner and Enomoto, 2006; Adalbjarnardottir and Runarsdottir, 2006; Lopez, 2007), but they have also revealed the importance of viewing leadership in the wider school system and investigating the complexity of the interrelations between the internal and external systems, which in essence can enable or disable any of these leadership efforts to implement ME successfully.

Policy makers and leaders could use this evidence, try to develop those characteristics and practices that seem to enable ME in the school context and work towards eliminating or reducing those disabling the process. In brief, my findings suggest the wider educational and professional community to those leadership characteristics and practices that could enhance multicultural leadership in the school, but also clarify that these are not a linear and straightforward set of attributes which one could expect to simply follow and be effective. They are rather in a dynamic interrelation with the beliefs and practices of the school agents in its wider ecological system and, in consequence, they should be considered in any applications of these attributes.

Another implication of my research concerns the use of Ecological Theory as a conceptual framework to investigate complex issues like leadership and ME. Given the scarcity of research on leadership practice based on Bronfrenbrenner's ecological theory, I would argue that the suggested ecological model can provide a new and promising way of analyzing leadership practice. Through the analysis of the systemic school environment, the researcher can gain a holistic picture of what is going on at site and reveal the interrelations between the systems. This research has highlighted the tensions between the systems and the ways these enable or disable leadership practice towards ME, which could contribute to the theory on multicultural leadership.

A need for updating professional development programmes organized for teachers and headteachers, so that multicultural issues are considered, is another implication of the findings. The references about insufficiency and scarcity, if not absence, of any professional training for staff have been strong and frequent in the data. Apart from

recommendations about the need for continuous and formal professional development on multicultural issues and multicultural leadership, the participants have illustrated either directly or indirectly (through their beliefs and behaviour) several areas that such training could cover. Hence, I introduce the following as recommendations for the syllabus of such a program in the Cypriot context:

- The meaning of multiculturalism as a philosophy for transforming the whole educational system.
- The difference of assimilation and integration.
- Practices, strategies and policies to overcome educational inequalities due to diversity.
- Collaboration with school stakeholders and policy makers.
- Providing practices of educational equity and social justice in the school context.

Schön (1983) and Argyris (1999) have argued that people's espoused theories are often not the theories they actually use in action. This has been evident in my findings in the sense that theorizing about ME had been unrelated with what actually happens in practice. I suggest that teachers and headteachers need to have opportunities of understanding and exposing their own beliefs and values on multiculturalism and explore how these interrelate with those in the wider educational community (colleagues), community and state policy. Thus, professional development or preparation training programmes should also include ways of exposing the participants' beliefs and conceptualizations and help them build educational values appropriate for the practice of ME. Also, leaders could use staff meetings (which in the data seem important for staff communication) as platforms to continuously expose ideas and positions espoused by the members of the micro-systems and to invite members of the exo-system and macro-system (parents, community members,

inspector, policy makers and academics) to report their observations and opinions. Through this reflection of their own and others' beliefs and values, all school agents can build their capacity and multicultural competence and consequently diminish the gap between espoused and actual theory. Schon (1983) emphasized that the act of reflecting-on-action and attending to our theories in use entails building new understandings to inform our actions and ultimately close the gap between our espoused values and actual practice.

The significance of moral and ethical values in multicultural leadership practice in the school along with the importance of democratic education is also highlighted in my findings. Hence, another recommendation is made for professional practice for leadership preparation programs to train leaders to understand and enact leadership that is focused on democratic principles, values and qualities (Day et al., 2009; Gordon, 2010).

Experience and consequently the years of service in the school seem to play an important role in practicing leadership in the school. This is acknowledged as a factor of effectiveness by all participants in the study. It could be considered as a recommendation for the administrators (inspectors, educational service committee) to change the existing policy of positioning or transferring headteachers and teachers at schools. In the study, most teachers (75%) were newcomers at the school and have reported that this inexperience of the school context has been disabling for their work at the school. The International Successful Headteachership Project (ISSPP) has identified the 'pressing problem' for schools to 'speed quickly' new teachers in sustaining improvement and school success (Jacobson, 2011, p.40). Years of service in the school could facilitate sustainability of success in the school.

As a practicing teacher, I know it is a common fact in the majority of the schools to have a high percentage of newcomers (teachers) every year. This existing policy contrasts the evidence of my study. Accordingly, I suggest that administrators should bear this in mind to support leadership. Also, administrators (inspector, policy makers and professional development trainers) could take advantage of the experience gained by headteachers as they ‘learned on the job’ (Gardiner and Enomoto, 2006, p.577) and use this as part of any syllabus for practicing professional training for teachers and headteachers. Leaders like Kostas could be encouraged to take part in seminars, discussions or even publish articles about their experiences on leadership practice and thus contribute to their colleagues’ professional development.

Additionally, the data reveal several implications for ME and leadership. The following are some practical and professional recommendations for improving leadership practice of multicultural education:

- Build trustful and collegial relationships with all school stakeholders to create a positive school climate.
- Involve parents, community, teachers and students in decision making process about school targets and policy to demonstrate the school’s determination for social justice in the school context.
- Provide opportunities for cultural infusions in the school’s work, celebrations, activities and curriculum to build respect, acceptance and empowerment of diversity.

- Develop staff's capacity on multicultural education and social justice values through staff development programs in the school and through the creation of communities of practice with other schools and systems.

My final recommendation concerns the vital role of promoting a systemic leadership practice in the school to apply multicultural education. This derives from the findings of the tension between the micro-systems' efforts to inculcate the values of ME in the school and the insufficient support and participation of the exo and macro systems in the process. Hence, I suggest that my research findings could be considered supportive of existing empirical evidence on the importance of a systemic total school environment (Banks 2004; Yeung et al., 2006) in which all stakeholders contribute through their 'authentic understandings and related action' (Walker and Shuangye 2007, p.185) in the practice of system leadership at all three systems: school level, local level and state level (Hopkins et al., 2011). Consequently, leaders, policy makers, parents and teachers should make efforts to promote collaborative decision making, productive sharing of responsibilities and engage in a productive and continuous dialogue for the best interest of all students.

5.2. Recommendations for future research

This section describes the areas identified from the results of this research that could be further investigated by scholars. The first is the need to carry out similar research in other contexts, the second is the possibility to explore specific characteristics and practices outlined in this study and the third is the importance of investigating the staff's multicultural competence.

5.2.1. Carry out similar research in a variety of contexts:

This study is a case study of a single school limited by time, position and context (as explained in the next section). Leadership theory and practice would benefit if similar studies are carried out in other school contexts. In clarifying a variety of contextual factors, which could be considered in other researches methodologically similar to this one I would propose the following:

- Focus on other educational districts.
- Students' synthesis (less percentage of non-Greek-Cypriot students).
- Experience of the staff (headteacher and teachers).
- Size of school.
- Staff's professional training on ME.

5.2.2. Investigate staff's multicultural competence

Teachers' multicultural competence is a significant factor that shapes the espoused beliefs and determines the multicultural behaviour of teachers. Future research could undertake qualitative or mixed studies to explore the level of multicultural competence of Cypriot teachers and its influence on several aspects of the implementation process such as: leadership practice, school culture, strategies for eliminating inequality among students, strategies of implementing ME.

5.2.3. Explore specific characteristics and practices

Research could also focus on specific characteristics and practices that in this study appear to influence leadership practice. This would provide the opportunity for an in-depth

exploration of any of the enabling and disabling characteristics and practices and perhaps illustrate more details of the conditions, ways, extent and factors that these features interrelate to multicultural leadership practice.

5.3. Limitations

The findings and implications of this research should be considered in view of three limitations. The first is that non-probability sampling procedures have been followed when deciding about the case (school and participants) with no intention of having a representative sample of the general school population of Cyprus. Therefore, the research provides a purposive and criteria-based analysis of an urban primary school located in a rapidly developing area which is being transformed culturally and socio-economically due to the increasing amount of non-Greek-Cypriot population. The school has been selected according to criteria on the school size, the non-Greek-Cypriot student percentage, the school location and ease of access.

The second limitation relates to the first since due to the sampling process the case under study is a single school. Even though this limits the generalization of findings to other schools or districts, the results may have some similarities that are related to other primary schools at large (Cohen et al., 2007; Creswell, 2007). As I have argued in chapter 3 the responsibility of transferability of findings falls on the reader who should use the findings and assess whether they could be transferred in other cases of its type (Denscombe, 2007). As a researcher I have provided a detailed account of the methodology and a rich description of the research context and findings to help the reader decide upon any possible generalizations (Stake, 1994; Iosifidis, 2008). Thus, the conclusions reported in this

research are not presented as truths, but more as ‘working hypotheses’ (Lincoln and Guba, 1985) for the reader to decide the way and extent they could be transferred to other conditions.

A third limitation concerns the specific conditions under which the research has been conducted and should be considered by the reader. One is that the study has been conducted at a particular interval of time (ten months) during school year 2009 – 2010, thus it is bounded by ‘time and activity’ (Creswell, 2008, p.15) of the specific participants, school culture, school context and educational policy. Another limitation is that the analysis and interpretation of findings has been produced solely by the researcher. Finally, the fact that raw data has been delivered in Greek could be considered a limitation in terms of applying the exact meaning of translation of data in English even though, as explained in chapter 3, this has been considered during the analysis and I have tried to translate as close as possible to the meaning of the original responses.

REFERENCES:

- Adalbjarnardottir, S. and Runarsdottir, E. M. (2006) 'A leader's experiences of intercultural education in an elementary school: Changes and challenges', in V. Collinson (ed.), *Theme Issue: Learning, Teaching, Leading: A Global Perspective, Theory Into Practice*, vol.44, pp.177-186.
- Aguado, O. T., Gil Pascual, J., Jim nez Frías, R. and Sacristán Lucas, A. (1999) *Diversidad Cultural e Igualdad Escolar. Un Modelo para el Diagnóstico y Desarrollo de Actuaciones Educativas en Contextos Escolares Multiculturales*, Madrid: MEC CIDE.
- Angelides, P. Antoniou, E. and Charalambous, C. (2010) 'Making sense of inclusion for leadership and schooling: a case study from Cyprus', *International Journal of Leadership in Education*, vol. 13, no. 3, pp. 319-334.
- Angelidis, P., Stylianou, T. and Leigh, J. (2003) 'Forging a Multicultural Education Ethos in Cyprus: reflections on policy and practice', *Intercultural Education*, vol.14, no.1, pp.57-66.
- Angelidis, P., Stylianou, T. and Leigh, J. (2004) 'Multicultural education in Cyprus: A pot of multicultural assimilation?', *Intercultural Education*, vol.15, no.3, pp.308-315.
- Argyris, C. and Schön, D. (1974) *Theory in practice: increasing professional effectiveness*. San Francisco: Jossey-Bass Publishers.
- Argyris, C (1999) *Knowledge for action*, San Francisco: Jossey-Bass.
- Banks, J.A. (1977) 'Pluralism and educational concepts: A clarification', *Journal of Education*, vol.54, no.2, pp.73-78.
- Banks, J.A. (1993) 'Multicultural education for young children: Racial and ethnic attitudes and their modification', in D. Spodek (ed.), *Handbook of research on the education of young children*, New York: Macmillan.
- Banks, J.A. (1995) 'Multicultural education: Historical development, dimensions, and practice', in J. A. Banks and C. A. Banks (eds.), *Handbook of research on multicultural education*, Macmillan.
- Banks, J.A. (2001) *Cultural diversity and education: Foundations, curriculum, and teaching (4th edition)*, Boston: Allyn and Bacon.
- Banks, J.A. (2004) 'Teaching for social justice, diversity and citizenship in a global world', *The educational forum*, vol.68, summer, pp.289-298.
- Banks, J. A. (2006) *Race, culture, and education: The selected works of James A. Banks*, London & New York: Routledge

Banks, J.A. (2009) 'Multicultural Education: Goals and Dimensions', *Center for Multicultural Education* [online], <http://education.washington.edu/cme/view.htm> (Accessed:23 September 2008).

Banks, J. and Banks, C. (1993) *Multicultural education: Issues and perspectives (2nd ed)*, Needham Heights, MA: Allyn and Bacon.

Baptiste, H. P. (1979) *Multicultural Education: A synopsis*, Washington, DC: University Press of America.

Baptiste, H. P., (1999) 'The multicultural environment of schools: Implications to leaders' in L. W. Hughes (ed.), *The headteacher as leader (2nd ed.)*, Upper Saddle River, NJ: Merrill.

Barth, R. S. (1990) *Improving schools from within: Teachers, parents, and headteachers can make a difference*, San Francisco: Jossey-Bass, Inc.

Bass, B.M. (1985) *Leadership and Performance Beyond Expectations*, New York, Free Press.

Beare, H. Caldwell, B. and Millikan, R. (1997) 'Dimensions of leadership' in M. Crawford, M. D. Kydd, and C. Riches (eds), *Leadership and Teams in Educational Management*, Buckingham and Philadelphia, PA: Open University Press.

Beck, L. G., and Murphy, J. (1994) *Ethics in Educational Leadership Programs: An Expanding Role*, Thousand Oaks, California: Corvin Press.

Beckner, W. (2004) *Ethics for Educational Leaders*. Boston: Pearson.

Begley, P. (1996) 'Cognitive Perspectives on Values in Administration: A Quest for Coherence and Relevance', *Educational Administration Quarterly*, vol.32, no.3, pp.403–26.

Begley, P. T. and Stefkovich, J. (2007) 'Integrating values and ethics into post secondary teaching for leadership development – Principles, concepts, and strategies', *Journal of Educational Administration*, vol. 45, no. 4, pp. 398-412.

Bell, J. (2005) *Doing your Research Project. A Guide for first-time Researchers in Education, Health and Social Science (4th Edition)*, Buckinghamshire, Open University Press.

Benner, P. (1985) 'Quality of life: A phenomenological perspective on explanation, prediction, and understanding in nursing science', *Advances in Nursing Science*, vol.8, no.1, pp.1-14.

Bennet, A., Barth, A. and Rutherford, K. R. (2003) 'Do we preach what we practice? A survey of methods in political science journals and curricula', *Political Science and Politics*, vol.36, no. 3, pp. 373-377.

Bennett, C. (2001) 'Genres of Research in Multicultural Education', *Review of Educational Research*, vol.71, no.2, pp.171-217.

Bennett, C., Niggle, T., and Stage, F. (1990) 'Preservice multicultural teacher education: Predictors of student readiness', *Teaching and Teacher Education*, vol.6, pp.243-254.

Bennett, C. (2003) *Comprehensive multicultural education: theory and practice (5th ed.)*, Boston, MA: Pearson Education, Inc.

Bennett, M. J. (1993) 'Towards ethnorelativism: A developmental model of intercultural sensitivity', in M. Paige (ed.), *Education for the intercultural experience*, Yarmouth, ME: Intercultural Press.

Bennett, N., Wise, C. Woods, P. A and Harvey, J. A (2003) *Distributed Leadership: A Review of Literature*, National College for School Leadership.

Bennis, W. G. and Nanus, B. (1985) *Leaders: the strategies of taking charge*, New York : Harper.

Berry, G. (1997) 'Leadership and the development of quality culture in schools', *International Journal of Educational Management*, vol.11, no.2, pp.52-64.

Blackmore, J. (2002) 'Leadership for socially just schooling: More substance and less style in high risk, low trust times?' *Journal of School Leadership*, vol.12, pp.198-222.

Blackmore, J. (2006) 'Deconstructing diversity discourses in the field of educational management and leadership', *Educational Management Administration and Leadership*, vol.34, no.2, pp.181-199.

Blair, M. (2002) 'Effective School Leadership: the multi-ethnic context', *British Journal of Sociology of Education*, vol.23, no.2, pp.207-191.

Blase, J. and Blase, J. (1998) *Handbook of instructional leadership: How really good principals promote teaching and learning*, Thousand Oaks, CA: Corwin Press.

Bogotch, I. (2002) 'Educational leadership and social justice: Practice into theory', *Journal of School Leadership*, vol.12, no.2, pp.138 - 156.

Boyatzis, R. (1998) *Transforming qualitative information: Thematic analysis and code development*, Thousand Oaks, CA: Sage.

Boyd, D and Bee, H. (2006) *Lifespan development (4th ed.)*, Pearson.Education, Inc.

Bradby, H. (2002) 'Translating Culture and Language: A Research Note on Multilingual Settings', *Sociology of Health and Illness*, vol. 24, no. 6, pp. 842-55.

Brauckmann, S. and Pashiardis, P. (2011) 'A validation study of the leadership styles of a holistic leadership theoretical framework', *International Journal of Educational Management*, vol.25, no.1, pp.11-32.

Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, vol. 3, no.2, pp.77-101.

Bronfenbrenner, U. (1977) 'Towards an experimental ecology of human development' *American Psychologist*, vol 32, no. 7, pp. 513-531.

Bronfenbrenner, U. (1979) *The ecology of human development*, Cambridge, MA: Harvard University Press.

Bryman, A. (2001) *Social Research Methods*, Oxford: Oxford University Press.

Buetow, S. (2010) 'Thematic analysis and its reconceptualization as 'saliency analysis', *Journal of Health Services Research and Policy*, vol.15, no.2, pp. 123-125.

Bulach, C. R. and Malone, B., (1994) 'The relationship of school climate to the implementation of school reform', *Journal of School Research and Information*, vol.12, pp.3-9.

Burgess, H., Sieminski, S. and Arthur, L. (2006) *Achieving your Doctorate in Education*, London, SAGE.

Burns, J.M. (1978) *Leadership*, New York, Harper and Row.

Byram, M. (1997) *Teaching and assessing intercultural communicative competence*. Clevedon, England: Multilingual Matters.

Byrne, M (2001) 'Data analysis strategies for qualitative research', *AORN Journal*, vol. 74, no. 6, pp.904-5.

Camicia S. P. (2007) 'Prejudice Reduction through Multicultural Education: Connecting Multiple Literatures', *Social Studies Research and Practice*, vol.2, no.2, pp.219-227.

Cammarota, J. (2011) 'The Value of a Multicultural and Critical Pedagogy: Learning Democracy Through Diversity and Dissent', *Multicultural Perspectives*, vol. 13, no. 2, pp. 62-69.

Chapman, C. and Harris, A. (2002) *Leadership in schools facing challenging circumstances*, London: National College for School Leadership.

Chapman, C. and Harris, A. (2004) 'Improving schools in difficult and challenging contexts: strategies for improvement', *Educational Research*, vol.46, no.3, pp.219-228.

Cohen, L., Manion, L. and Morrison, K. (2007) *Research Methods in Education (sixth edition)*, London and New York: Routledge.

Cole, D. J. (1984) 'Multicultural education and global education: A possible merger', *Theory Into Practice*, vol.23, no.2, pp. 151-154.

Collard, J. (2007) 'Constructing theory for leadership in intercultural contexts', *Journal of Educational Administration*, vol.45, no.6, pp.740 – 755.

Court, D. and Cohen, A. (2003) 'Ethnography and case study: a comparative analysis', *Academic Exchange Quarterly* [on line], www.thefreelibrary.com/print/PrintArticle.aspx?id=111848865 (Accessed 27 January 2010).

Creswell, J.W. (2005) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2nd edn.), Upper Saddle River, New Jersey: Pearson Education Inc.

Creswell, J. W. (2007) *Qualitative inquiry and research design: Choosing among five traditions* (2nd Ed), Thousand Oaks, CA: Sage.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd edition), Upper Saddle Creek, NJ: Pearson Education.

Crow, G.M. (2006), 'Complexity and the beginning headteacher in the United States: perspectives on Socialization', *Journal of Educational Administration*, vol.44, no. 4, pp.310-325.

Day, C., Harris, A. Hadfield, M., Tolley, H. and Beresford, J. (2000) *Leading schools in times of change*, Bunkingham: Open University Press.

Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Qing, G., Brown, E., Ahtaridou, E. and Kington, A. (2009) *The Impact of School Leadership on Pupil Outcomes - Final Report*. Nottingham: NCSL.

Denscombe, M. (2007) *The Good Research Guide: For Small-scale Social Research* (third edition), Buckingham: Open University Press.

Díez, J., Gatt, S. and Racionero, S. (2001) 'Placing Immigrant and Minority Family and Community Members at the School's Centre: the role of community participation' *European Journal of Education*, vol. 46, no. 2, pp. 184-196.

Dimmock, C. and Walker, A. (2004) 'A new approach to strategic leadership: learning centredness, connectivity and cultural context in school design', *School Leadership & Management*, vol.24, no.1, pp.39-56.

Duranti, A. (2003) 'Language as Culture in U.S. Anthropology', *Current Anthropology*, vol. 44, no. 3, pp. 323–47.

Ebener, S., Khan, S., Shademani, R., Compennolle, L., Beltran, M., and Lansang, M. (2006) *Knowledge mapping as a technique to support knowledge translation*, Geneva: World Health Organization.

Edward, A. and Talbot, R. (1999) *The hard pressed researcher (2nd edition)*, London: Longman.

Elkens D. (1998) 'Case Study', in J. Shafritz (ed), *International encyclopedia of public policy and administration*, vol. 1, pp. 349-352, Boulder: Westview Press

Erlandson, D. A., Harris, E. L., Skipper, B. L. and Allen, S. D. (1993). *Doing Naturalistic Inquiry: a Guide to Methods*. Newbury Park, CA: Sage.

Ezzy D (2002) *Qualitative Analysis: Practice and Innovation*, Crows Nest, NSW: Allen & Unwin.

Fantini, A. E. (2006) *Exploring and assessing intercultural competence* [online], http://www.sit.edu/publications/docs/feil_research_report.pdf (Accessed: 26th January 2008).

Fontana, A. and Frey, J. H. (2005). The interview: From neutral stance to political involvement in N. K. Denzin, and Y. S. Lincoln (eds), *The Sage Handbook of Qualitative Research* (3rd edition), Thousand Oak: Sage Publications.

Foster, W. (1989) 'Towards a Critical Practice of Leadership', in J. Smyth (ed) *Critical Perspectives on Educational Leadership*, London: The Falmer Press.

Freeman, R. E. and Stewart, L. (2006) *Developing ethical leadership*, Bridge Paperso.

Frost, D. (2003) 'Teacher leadership: towards a research agenda', *Leadership for Learning: the Cambridge Network*, ICSE: Sydney, Australia, January 5-8 2003.

Fullan, M. (2001) *Leading in a culture of change*, San Francisco: Jossey Bass/Wiley.

Fullan, M. (2002) 'The change', *Educational Leadership*, vol.59, no.8, pp.16–20.

Fullan, M. (2003) *The Moral Imperative of School Leadership*, Thousand Oaks, Calif.: Corwin Press.

Fullan, M. (2006) 'Change theory – A force for school improvement', *Centre for Strategic Education Seminar Series Paper*, vol.157, pp.1-14.

Fullan M. and Hargreaves, A. (1996) *What's worth fighting for in your school?*, Buckingham: Open University Press.

Gale, T. and Densmore, K. (2000) *Just schooling: Explorations in the cultural politics of teaching*, Buckingham: Open University Press.

- Gale, T. and Densmore, K. (2003) 'Democratic educational leadership in contemporary times' *International Journal of Leadership in Education*, vol.6, no.2, pp.119–136.
- Garcia, O. M. and Lopez, R. G. (2005) 'Teachers' initial training in cultural diversity in Spain: attitudes and pedagogical strategies', *Intercultural Education*, vol.16, no.5, pp.433–442.
- Gardiner, M. E. and Enomoto E. K., (2006), 'Urban School Headteachers and Their Role as Multicultural Leaders', *Urban Education*, vol. 41, no. 6, pp. 560– 584.
- Gay, G. (1994) 'A Synthesis of Scholarship in Multicultural Education', *NCREL [online], Urban Monograph Series*, <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrs/le0gay.htm> (Accessed: 2nd July 2008).
- Gerstl-Pepin, C.I. and Aiken, J. (2009) 'Democratic educational leaders: Defining ethical leadership in a standardized context', *Journal of School Leadership*, vol.19, no.4, pp.406–444.
- Glenn, C. (2000) 'The concept of educational autonomy', in W. Berka, J. De Groof, and H. Penneman (Eds.), *Autonomy in education: Yearbook of the European Association for Educational Law and Policy*, The Hague: Kluwer Law International, pp. 11–20.
- Glense, C. and Peshkin, A. (1992) *Becoming a Qualitative Researcher. An Introduction*, NY: Longman Publishing.
- Glickman, C. D., Gordon, S. P., and Ross-Gordon, J. (2010) *Supervision and instructional leadership: A developmental approach (8th ed.)*, Boston: Allyn and Bacon.
- Goddard, T., Hart, A. C. (2007). 'School leadership and equity: Canadian elements', *School Leadership and Management*, vol.27, no.1, pp.7–20.
- Gordon, S. P. (2010) 'The Challenge of Integrating Democratic Community, Social Justice, and School Improvement in Educational Leadership Programs', *International Journal of Educational Leadership Preparation*, vol. 5, no. 3 (July – September 2010), [online] <http://cnx.org/content/m34643/1.3/>, (accessed: 21 August 2011).
- Gordon, M. F. and Louis K. S. (2009) 'Linking Parent and Community Involvement with Student Achievement: Comparing Headteacher and Teacher Perceptions of Stakeholder Influence', *American Journal of Education*, vol.116, no.1, pp.1–31.
- Grant, C. A., and Sleeter, C. E. (2003) *Making choices for multicultural education: Five approaches to race, class, and gender (4th edition)*. New York: Wiley.
- Grint, K. (2003) 'The arts of leadership', in N. Bennet, M. Crawford and M. Cartwright (eds). *Effective Educational Leadershi*, pp. 89–107, London: The Open University - Paul Chapman Publishing.

Gunter, H. M. (2006) 'Educational Leadership and the Challenge of Diversity'. *Educational Management Administration and Leadership*, vol. 34, no. 2, pp. 257–268.

Gurr D., Drysdale L. and Swann R. (2005) 'The International Successful school Headteachership Project (ISS-PP): Comparison across country case studies', *Melbourne : Center for Organisational Learning and Leadership, University of Melbourne* [online], <http://www.emasa.co.za/files/full/L.Drysdale2.pdf> (Accessed: 20 July 2010).

Hadjitheodoulou, P. and Loizidou, L. S. (2007) 'Promoting closer ties and cooperation between the school, the family and the community in the framework of intercultural education', *International Journal about Parents in education*, vol. 1, no. 0, pp. 63-72.

Hallinger, P. (2003) *Reshaping the Landscape of School Leadership Development: A Global Perspective*. Lisse: Swets & Zeitinger.

Hallinger, P. (2008) 'Methodologies for studying school leadership: a review of 25 years of research using the Headteacher Instructional Management Rating Scale', *Annual Meeting of the American Educational Research Association*, New York, NY.

Hallinger, P. and Heck, R. (1998) 'Exploring the headteacher's contribution to school effectiveness: 1980-1995', *School Effectiveness and School Improvement*, vol. 9, no.2, pp.157-191.

Hallinger, P. and Heck, R. (1999) 'Can School Leadership Enhance School Effectiveness?', in T. Bush, L. Bell, R. Bolam, R. Glatter and P. Ribbons (eds), *Educational Management: Redefining Theory, Policy and Practice*, London: Paul Chapman.

Hallinger, P., and Heck, R. (2009) 'Distributed leadership in schools: What makes a difference?', in A Harris (ed.), *Distributed leadership: Different perspectives*, Netherlands: Springer.

Hallinger, P., and Heck, R. (2010) 'Leadership for Learning: Does Collaborative Leadership Make a Difference in School Improvement?', *Educational Management Administration and Leadership*, vol.38, no.6, pp.654–678.

Hammer, M. R. (1999) 'A measure of intercultural sensitivity.: The IDI', in S.M. Fowler and M. G. Fowler (eds), *The intercultural source book*, Yarmouth, ME: Intercultural Press.

Hammersley, M. and Atkinson, P. (1995) *Ethnography: Principles in practice (2nd edition)*, New York: Routledge.

Hargreaves, A. (1994) *Changing teachers, changing times: Teachers' work and culture in the postmodern age*, New York: Teachers College Press.

Harris, A. (2002) 'Distributed leadership in schools: leading or misleading?', Keynote, *Management in Education*, vol.16, no.5, pp.10-13.

Harris, A. (2003) Teacher leadership and school improvement, in: A. Harris, C. Day, D. Hopkins, M. Hadfield, A. Hargreaves & C. Chapman (2003) *Effective leadership for school improvement*, London, RoutledgeFalmer, pp. 72–83.

Harris, A. (2004) 'Distributed Leadership and School Improvement: Leading or Misleading?' *Educational Management Administration Leadership*, vol.32, no.1, pp.11–22.

Henson, F. (2006) 'Aspects of successful multicultural Education', *Publisher EECG INC [online]*, vol.1, no.2, <http://escalade-education.com/newsletterpdf.pdf> (Accessed: 12th July 2008).

Hersey, P. and Blanchard, K. H. (1972) *Management of Organizational Behavior: Utilizing Human Resources* (2nd ed.), New Jersey: Prentice Hall.

Hirsch, E. D. (1987) *Cultural literacy: What every American needs to know*. New York: Vintage.

Hopkins, D. (2001) *School improvement for real*. London: Routledge/Falmer Press.

Hopkins, D. (2002) *Improving the Quality of Education for All (second edition)*, London: Fulton.

Hopkins, D. (2006) 'A Short Primer on System Leadership', *International perspectives on School Leadership for Systemic Improvement* (International Conference), 6 July 2006, [online], <http://www.oecd.org/dataoecd/2/9/37133273.pdf> (Accessed: 10 August 2011).

Hopkins, D., Harris, A., Stoll, L. and Mackay, T. (2011) 'School and System Improvement: State of the Art Review', *Keynote presentation prepared for the 24th International Congress of School Effectiveness and School Improvement, Limassol, Cyprus, 6th January 2011* [online], http://www.icsei.net/icsei2011/State_of_the_art/State_of_the_art_Session_C.pdf (Accessed: 13th August 2011).

Horenczyk and Tatar (2002) 'Teachers' attitudes toward multiculturalism and their perceptions of the school organizational culture', *Teaching and Teacher Education*, vol.18, pp.435–445.

Hoy, W. (1990) 'Organizational climate and culture: A conceptual analysis of the school workplace', *Journal of Psychological and Educational Consultation*, vol.8, pp.27–35.

Hoy, W.A. and Hoy, W.K. (2006), *Instructional leadership: A research-based guide to learning in schools (2nd ed.)*, Boston: Allyn & Bacon/Longman

Hoy, W. and Miskel, C. (2005) *Educational administration: Theory, research, and practice*, New York: McGraw-Hill.

Huber, S.G. (2004) 'School Leadership and Leadership Development: Adjusting Leadership Theories and Development Programs to Values and the Core Purpose of school', *Journal of Educational Administration*, vol.42, no.6, pp.669–684.

Huber S.G. and Muijs D. (2010) 'School Leadership Effectiveness: The Growing Insight in the Importance of School Leadership for the Quality and Development of Schools and Their Pupils School Leadership', *International Perspectives Studies in Educational Leadership*, vol.10, pp.57-77.

Iosifidis, T. (2008) *Qualitative research in social sciences*, Athens: Kritiki.

Jacobson, S. (2011) 'Leadership effects on student achievement and sustained school success', *International Journal of Educational Management*, vol.25, no.1, pp.33-44

Jackson, D. (2000) 'The School Improvement Journey: Perspectives on leadership', *School Leadership & Management: Formerly School Organisation*, vol. 20, no. 1, pp. 61-78.

Johnson, E. S. (2008) 'Ecological Systems and Complexity Theory: Toward an Alternative Model of Accountability' *Education Complicity: An International Journal of Complexity and Education*, vol.5, no.1, [online] http://www.complexityandeducation.ualberta.ca/COMPLICITY5/documents/Complicity_5_1_02_Johnson.pdf, (accessed 24th January 2010).

Kelley, R. C., Thornton, B. and Daugherty, R. (2005) 'Relationships between measures of leadership and school climate', *Education*, vol.126, no.1, pp.17–27.

Kimonen, E. and Nevalainen, R. (2005) 'Active learning in the process of educational change', *Teaching and Teacher Education*, vol.21, no.8, pp. 623-635.

Krippendorp, K. (2004) *Content Analysis: An introduction to its methodology*, Thousand Oaks, CA: Sage.

Krueger, R. (2002) *Designing and conducting focus group interviews* [online] <http://www.eiu.edu/~ihed/Krueger-FocusGroupInterviews.pdf>, (Accessed 13 February 2012).

Krueger, R. and Cassey M.A. (2001) 'Designing and Conducting Focus Group Interviews', *Social analysis – Selected tools and techniques*, Social Development Department - The World Bank, Paper Number 36, pp. 4 – 23.

Kydd, L. Anderson, L. and Newton, W. (2003) *Leading People and Teams in Education*, London: The Open University – Paul Chapman Publishing.

Ladson-Billings, G. (1994) *The dreamkeepers: Successful teachers of African American children*, San Fransisco: Jossey-Bass.

Le Compte, M. and Preissle, J. (1993): *Ethnography and Qualitative Design in Educational Research*. London: Academic Press Inc.

Lee, S. (1997) 'Asian American as model-minorities? A look at their academic performance', *American Journal of Education*, no.103, pp.121-159.

Leeman, Y. (2003) 'School Leadership for Intercultural Education', *Intercultural Education*, vol.14, no.1, pp.31-45.

Leeman, Y. and Reid, C. (2006) 'Multi/intercultural education in Australia and the Netherlands', *Compare: A journal of comparative education*, vol.36, no.1, pp.57-72.

Leeman, Y. (2007) 'School leadership and equity: Dutch Experiences', *School Leadership and Management*, vol.27, no.1, pp.51-63.

Leininger, M. M. (1985) 'Ethnography and ethnonursing: Models and modes of qualitative data analysis'. in M. M. Leininger (Ed.) *Qualitative research methods in nursing*, Orlando, FL: Grune & Stratton, pp. 33-72.

Leithwood, K. (1994) 'Leadership for school restructuring', *Educational Administration Quarterly*, vol.30, no.4, pp. 498-518.

Leithwood, K. and Jantzi, D. (1999) 'Transformational leadership effects: A replication', *School Effectiveness and School Improvement*, vol.4, no.10, pp.451-479.

Leithwood, K., Jantzi, D. and Steinbach, R. (1999) *Changing Leadership For Changing Times*, Buckingham, Open University Press.

Leithwood, K. and Riehl, C. (2003) *What We Know About Successful School Leadership*, Philadelphia, PA: Temple University Press.

Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006) *Seven strong claims about successful school leadership*, Nottingham, England: National College of School Leadership.

Leithwood, K., Louis, K.S., Anderson, S. and Wahlstrom, K. (2004) *How leadership influences student learning: A review of research*, New York: The Wallace Foundation.

Leithwood, K., Mascal, B., Strauss, T., Sacks, R., Memon, N. and Yashkina, A. (2007) *Distributing leadership to make schools smarter*, University of Toronto, OISE.

Lesar, I. Cuk, I. and Pecek, M. (2006) 'How to improve the inclusive orientation of Slovenian primary school-the case of Romani and migrant children from former Yugoslavia', *European Journal of teacher education*, vol.29, no.3, pp.387-399.

Levicki, C., (2002), *Developing Leadership Genius, the nature and nurture of leaders*, McGraw-Hill, Maidenhead.

Levinson, M. (2007) 'Common Schools and Multicultural Education', *Journal of Philosophy of Education*, vol.41, no. 4. pp.625-642.

Lincoln, Y.S. and Guba, E. G. (1985) *Naturalistic inquiry*, Newbury Park and London: Sage.

Lopez, M.C. (2007) 'School management in multicultural contexts', *International Journal of Leadership in Education*, vol.11, no.1, pp.63–82.

Mabry, L. and Ettinger, L. (1999) 'Supporting Community-Oriented Educational Change: Case and Analysis', *Education Policy Analysis Archives*, vol.7, no.14.

Madda C. L. and Schultz B. D. (2009) '(Re)Constructing Ideals of Multicultural Education Through *Grow Your Own Teachers*', *Multicultural Perspectives*, vol. 11, no. 4, pp. 204-207.

Mavrovounioti, T. (2011) 'Democratic education in Sweden: a study of democratic values in Swedish elementary schools', *ICSEI Congress International Congress for School Effectiveness and Improvement*, Lund University.

Maxwell, J. A. (2005) *Qualitative research design: An interpretive approach (2nd edition0)*, Thousand Oaks, CA: Sage Publications.

McCray C. R., Wright, J. V., and Beachum F. D. (2004) 'An analysis of secondary school headteachers' perceptions of multicultural education', *Education*, vol.125, no.1, pp.111–120.

McIntosh, A.S. (2007) '*50 Years down the Road: Have We Lost Our Way?*' [online], http://pdfs.scarecroweducation.com/sc/tjs/sctjsprmcintoshspring_2004.pdf (Accessed: 15th January 2008).

Merriam, S.B. (1988) *Case study research in education: A qualitative approach*, San Francisco, CA: Jossey-Bass.

Miles, M.B. and Huberman, A.M. (1994) *Qualitative data analysis*, 2nd edition, Newbury Park, CA: Sage.

Minichiello, V. (1990) *In-depth interviewing: researching people*, South Melbourne : Longman Cheshire.

MOEC (2010) *Intercultural education – for the smoother inclusion of immigrant students in Cypriot schools and society*, Nicosia: MOEC.

Moos, L. (2008) 'School leadership for 'Democratic Bildung': fundamentalist beliefs or critical reflection?', *School Leadership and Management*, vol.28, no.3, pp.229-246.

Morrissey, M. (2000) 'Comprehensive school improvement: addressing the challenges', *Issues about Change*, vol.9, no.1, pp.2–10.

Morrison, K. (2002), *School Leadership and Complexity Theory*, Routledge/Falmer, London.

Morrison, K. (2010) 'Complexity Theory, School Leadership and Management: Questions for Theory and Practice', *Educational Management Administration & Leadership*, vol.38, no.3, pp.374–393.

Moustakas, C. (1994) *Phenomenological research methods*, Thousand Oaks, CA: Sage.

Moyles, J. (2002) 'Observation as a research tool', in M. Coleman and A. J. Briggs (eds) *Research methods in Educational Leadership*, London: Paul Chapman.

Muijs, D., (2011) 'Leadership and organisational performance: from research to prescription?', *International Journal of Educational Management*, vol.2, no.1, pp.45–60.

Mulford, B. and Silins, H. (2005) 'Developing leadership for organisational learning', in M. J. Coles and G. Southworth (eds.), *Developing leadership: Creating the schools of tomorrow*, Berkshire, England: Open University Press.

Munroe, A. and Pearson, C. (2006) 'The Munroe Multicultural Attitude Scale Questionnaire: A New Instrument for Multicultural Studies', *Educational and Psychological Measurement*, vol. 66, no. 5, pp. 819-834.

Murphy, J. and Hallinger, P. (1992) 'The principalship in an era of transformation', *Journal of Educational Administration*, vol. 30, no. 3, pp. 77-88.

Nieto, S. (1996) *Affirming diversity: The sociopolitical context of multicultural education (2nd edition)*, White Plains NY: Longman.

Nieto, S. and Bode, P. (2007) *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, Boston, Allyn and Bacon.

Nunan, D. (1992) *Research methods in language learning*, Cambridge: University Press.

Olson, C.L. and Kroeger, K.R. (2001) 'Global competency and intercultural sensitivity', *Journal of Studies in International Education*, vol.5, no.2, pp.116-137.

Onwuegbuzie, A.J. and Leech, N.L. (2007) 'Validity and Qualitative Research: An Oxymoron?', *Quality & Quantity*, vol.41, no.2, pp.233-249.

Paige, R. M. (2004) 'Instrumentation in intercultural training', in D. Landis, J. M. Bennett and M. J. Bennett (Eds.), *Handbook of intercultural training* (3rd ed.), Thousand Oaks, CA: Sage, pp. 85–128.

Paleologou, N. (2004) 'Intercultural education and practice in Greece: needs for bilingual intercultural programmes', *Intercultural Education*, vol.15, no. 3, pp. 317–329.

Panayiotopoulos, C. and Nicolaidou, M. (2007) 'At a crossroads of civilizations: multicultural educational provision in Cyprus through the lens of a case study', *Intercultural Education*, vol.18, no.1, pp.65–79.

Pashiardis, P. (2003), 'Effective school headteachership', *Managing Education Matters*, vol.6, no.2, pp.5-6.

Patton, M. Q. (1990) *Qualitative evaluation and research methods*. Newbury Park, CA: Sage Publications.

Pena, R. A. (1996) 'Multiculturalism and educational leadership: Keys to effective consultation', *Journal of education and psychological consultation*, vol.7, no.4, pp.315-325.

Philippou, S. (2007) 'Policy, curriculum and the struggle for change in Cyprus: the case of European dimension in Education', *International Studies in Sociology of Education*, vol. 17, no.3, pp. 249-274.

Poch, S. (2005) 'Higher education in a box', *International Journal of Educational Management*, vol.19, no.3, pp.246-258.

Ponterotto, J. G., Baluch, S., Greig, T. and Rivera, L. (1998) 'Development and initial score validation of the Teacher Multicultural Attitude Survey', *Educational and Psychological Measurement*, vol. 58, pp. 1002-1016.

Preedy, M., Glatte, R. and Wise, C. (2003) *Strategic Leadership and Educational Improvement*, The Open University, London: Paul Chapman.

Rabiee, F. (2004) 'Focus-group interview and data analysis', *Proceedings of the Nutrition Society*, vol. 63, pp. 655-660.

Ramsey, P. G., Void, E. B. and Williams, L. R. (2003) *Multicultural education: A source book (2nd. edition)*, London: Routledge-Falmer.

Ravitch, D. (1990) *The troubled road to California's history textbooks*, Los Angeles Times, M5.

Reynolds, P. D. (1979) *Ethical Dilemmas and Social Science Research*, San Francisco CA: Jossey-Bass.

Riehl C. J. (2000) 'The headteacher's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of Educational Administration', *Review of Educational Research*, vol.70, no.1, pp.55-81.

Robson, C. (1993) *Real World Research*, Oxford UK and Cambridge USA: Blackwell.

Robson, C. (2002) *Real World Research: A resource for social-scientists and practitioner-researchers (2nd edition)*, Oxford: Blackwell.

Rosado C. (1994), 'Restructuring Education for the 21st Century' Eastern University, Philadelphia, PA [online], <http://www.edchange.org/multicultural/papers/caleb/education.html> (Accessed: 23 July 2009).

Sammons, P., (2007), *School Effectiveness and Equity: Making Connections, A review of School Effectiveness and improvement research and its implications for practitioners and policy makers, report commissioned*, London: CfBT [online], <http://www.cfbt.com/evidenceforeducation/pdf/Full%20Literature%20Review.pdf> (Accessed: 2 August 2011).

Sammons, P., Gu, Q., Day, C. and Ko, J. (2011) 'Exploring the impact of school leadership on pupil outcomes: Results from a study of academically improved and effective schools in England', *International Journal of Educational Management*, vol.25, no.1, pp.83–101.

San Antonio, D.M. (2008) 'Creating better schools through democratic school leadership', *International Journal Leadership in Education*, vol.11, no.1, pp.43–62.

Schlesinger, A. M. (1991) *The disuniting of America*, Knoxville, TN: Whittle Direct Books.

Schön, D.A. (1983) *The Reflective Practitioner: How Professionals Think in Action*, New York: Basic Books.

Seidel, J. (1998) *Qualitative Data Analysis, Qualis Research* [online], <http://www.esnips.com/doc/3ddf06fe51d847acb0a723b9e3156791/Seidel%20%20Qualitative%20Data%20Analysis> (Accessed: 29 July 2008).

Sergiovanni, T. J. (1992) *Moral Leadership: Getting to the Heart of School Leadership*, San Francisco: Jossey Bass.

Shah, S. (2006) 'Educational leadership: an Islamic perspective', *British Educational Research Journal*, vol.32, no.3, pp.363-385.

Shah, S. (2006) 'Leading Multiethnic Schools: A New Understanding of Muslim Youth Identity', *Educational Management Administration & Leadership*, vol.34, no.2, pp.215-237.

Shapiro, J. and Stefkovich, J.A. (2005) *Ethical Leadership and Decision Making in Education*, 2nd edn. Mahwah, NJ: Lawrence Erlbaum Associates.

Silins, H and Mulford, B (2002) 'Leadership and school results', in *Second International Handbook of Educational Leadership and Administration*, MA: Kluwer Academic.

Silverman, D. (2000) *Doing Qualitative Research: A Practical Handbook*, Sage Publications, London.

Silverman, D. (2006) *Interpreting Qualitative Data: Methods for Analysing Talk, Text, and Interaction*. Third edition. London: Sage.

Simon, S. (1996) *Gender in Translation: Cultural Identity and the Politics of Transmission*, London: Routledge.

Simons, H. (2009) *Case Study Research in Practice*, London: Sage.

Skerrett (2008) 'Racializing educational change: Melting pot and mosaic influences on educational policy and practice', *Journal of Educational Change*, vol.9, pp.261–280.

Smith, S. and Piele, P. (2006) *School Leadership: Handbook for Excellence in Student Learning*, Thousand Oaks, CA: Corwin Press.

Snowden, P.E. and Gorton, R.A. (2002) *School Leadership and Administration: Important Concepts, Case Studies, and Simulations (6th ed.)*, New York: McGraw-Hill.

Sogunro, O. A. (2001) 'Toward Multiculturalism: Implications of Multicultural Education for Schools', *Multicultural Perspectives*, vol.3, no.3, pp.19–33.

Solomon, R.P. (2002) 'School leaders and antiracism: Overcoming pedagogical and political obstacles', *Journal of School Leadership*, vol.12, no.2, pp.174-197.

Southworth, G. (2002) 'Instructional Leadership in Schools: Reflections and empirical evidence' *School Leadership and Management*, vol.22, no.1, pp.73–92.

Spaneas, S., Parlalis, S., Andronikou, A., Nicolaou, X., Tapakis, C. And Gavanidis, C. (2011) *General guide for diversity and multiculturalism [online]*, Nicosia, <http://www.cyprusdiversity.org.cy/web/guest/download> (Accessed: 12 August 2011).

Spillane, J. (2006) *Distributed Leadership*, Jossey-Bass.

Spillane, J. P. (2005) 'Distributed Leadership', *The Educational Forum*, vol. 69, no. 2, pp. 143-150.

Spillane, J.P., Halverson, R. and Diamond, J.B. (2001) 'Investigating School Leadership Practice: A Distributed Perspective', *Educational Researcher*, vol.30, no.3, pp.23-28.

Stake, R. (1988) 'Case study methods in educational research: Seeking sweet water', in R.M. Jager (ed.), *Contemporary methods for research in education* Washington: AERA, pp.250-276.

Stake, R. (1994) 'Case studies', in N. Denzin and Y. Lincoln, *Handbook of Qualitative Research* (ed.), London: Sage.

Stake, R. (1995) *The art of case research*, Thousand Oaks, CA: Sage Publications.

Starratt, R. (1991) 'Building an Ethical School: A Theory for Practice in Educational Leadership', *Educational Administration Quarterly*, vol. 27, no. 2, pp. 185-202.

Starratt, R. J. (2004) *Ethical Leadership*, San Francisco: Jossey-Bass

Stefkovich, J. and Begley P.T. (2007) 'Ethical School Leadership: *Defining the Best Interests of Students*', *Educational Management Administration and Leadership*, vol.35, no.2, pp.205–224.

- Stoll, L., and Bolam, R. (2005) 'Developing leadership for learning communities', in M. J. Coles and G. Southworth (eds.), *Developing leadership: Creating the schools of tomorrow*, Berkshire, England: Open University Press, pp. 50–64.
- Strauss, A., and Corbin, J. (1998) *Basics of qualitative research: techniques and procedures for developing grounded theory*, Newbury Park, CA: Sage Publications, Inc.
- Suarez-Orozco, M. (2005) 'Rethinking education in the global era', *Phi Delta Kappan*, vol.87, no.3, pp.209–212.
- Sullivan, Mary P. (2009) 'Ethical Leadership: Guiding Principles for Educators and Administrators', *Christian Perspectives in Education*, vol. 2, issue: 2 [online], <http://digitalcommons.liberty.edu/cpe/vol2/iss2/6/> (Accessed: 28 March 2012).
- Taft, R. (1997) 'Ethnographic research methods', in J.P. Keeves (ed.), *Educational research, methodology and measurement: An international handbook* (2nd ed.), Cambridge: Pergamon Press.
- Temple, B. and Young, A. M. (2004) 'Qualitative research and translation dilemmas' *Qualitative Research*, vol.4, no. 2, pp. 161-178.
- The Open University (2003) *Research Methods in Education, Handbook*, Alden Group, Oxford.
- Theoharis, G. (2007) 'Social justice educational leaders and resistance: Toward a theory of social justice leadership', *Educational Administration Quarterly*, vol.43, no.2, pp.228-251.
- Thody, A., Papanoum, Z., Johansson, O., Pashiardis, P., (2007) "School headteacher preparation in Europe", *International Journal of Educational Management*, vol.21, no.1, pp.37-53
- Tobbell, J. (2006) *Exploring transition from primary to secondary school: communities, practice and participation*, unpublished PhD thesis,
- Trimikliniotis, N. (2004) 'Mapping Discriminatory Landscapes in Cyprus: Ethnic Discrimination in a Divided Education System', *The Cyprus Review*, vol.16, no.1, pp.53-85.
- Troyna, B. (1992) 'Can you see the join? An historical analysis of multicultural and anti-racist education policies', in D. Gill, B. Mayor and M. Blair (eds.) *Racism and education: structures and strategies*, London; Sage.
- Ubben, G.C. and Hughes, I.W. (1992) *The headteacher: Creative leadership for effective schools* (2nd ed.), Needham Heights, MA: Allyn and Bacon.
- Wahlstrom, K. L. (2008) 'Leadership and Learning: What These Articles Tell Us', *Educational Administration Quarterly*, vol.44, no.4, pp.593-59.

Walker, A. and Shuangye, C. (2007) 'Leader Authenticity in Intercultural School Contexts', *Educational Management Administration and Leadership* vol.35, no.2, pp.185–204.

Wallace, M. (2002) 'Modelling Distributed Leadership and Management Effectiveness: Primary School Senior Management Teams in England and Wales', *School Effectiveness and School Improvement*, vol.13, no.2, pp.163–186.

Webb, R., Vulliamy, G., Sarja, A. and Hämäläinen, S. (2006) 'Globalization and leadership and management: a comparative analysis of primary schools in England and Finland', *Research Papers in Education*, vol.21, no.4, pp.407–432

Westrick J.M. and Yuen Y.M. (2007) 'The intercultural sensitivity of secondary teachers in Hong Kong: a comparative study with implications for professional development', *Intercultural Education*, vol.18, no.2, pp.129–145.

West, M., Jackson, D., Harris, A. and Hopkins, D. (2000) 'Leadership for School Improvement', in K. Riley and K. Seashore Louis (eds.), *Leadership for Change*, London: Routledge Falmer.

Wheatley, M. (1999) *Leadership and the new science: Discovering order in a chaotic world*, San Francisco: Berret-Koehler Publishers

Wheeldon, J. and Faubert, J. (2009) 'Framing Experience: Concept Maps, Mind Maps, and Data Collection', *Qualitative Research, International Journal for Qualitative Methods*, vol.8, no.3, pp.67–83 [online], <http://ejournals.library.ualberta.ca/index.php/IJQM/article/viewFile/1765/5591> (Accessed: 20 January 2010).

White, J. D. (1999) *The narrative foundations of public administration research*, Washington, DC: Georgetown University Press.

White, J., Drew, S. and Hay, T. (2009) 'Ethnography Versus Case Study' *Qualitative Research Journal*, vol.9, no.1 pp. 18-27.

Woods P. A. (2006) 'A democracy of all learners: ethical rationality and the affective roots of democratic leadership', *School Leadership and Management*, vol.26, no.4, pp.321-337.

Yeung, A. (2006) 'Teachers' Conceptions of Borderless – A Cross-Cultural Study on Multicultural Sensitivity of the Chinese Teachers' in *Educational Research for Policy and Practice*, vol.5, pp.33–53.

Yeung, A., Yeung L. and Ryan Y. (2006) 'Multicultural leadership, sustainable total school environment', *Educational Research for Policy and Practice*, vol.5, pp.121–131.

Youngblood, M. B. (1997) *Life at the edge of Chaos*, Dallas, TX: Perceval.

Yin, R.K. (2003) *Case Study Research: Design and Methods (3rd ed.)*, Sage Publication: Thousand Oaks, CA.

Zembylas, M. and Iasonos, S. (2010) 'Leadership styles and multicultural education approaches: An exploration of their relationship', *International Journal of Leadership in Education*, vol.13, no.2, pp.163-183.

Zirkel, S. (2008) 'Creating more effective multiethnic schools', *Social Issues and Policy Review*, vol. 2, pp. 187-241.

APPENDICES

APPENDIX 1

Consent letter for teachers', headteacher's, parents', inspector's interviews

Thanasis Savvidis
Teacher at Kissonerga Primary School
Evagora Pallikaridi 15
8574 Kissonerga
Cyprus
Phone: 99428868
Email: tstl@cytanet.com.cy

12 September 2009

Dear colleague,

Within the requirements of my studies for a Doctorate in Education degree (EdD) with the Open University (UK), I am conducting research (under the tutoring of Dr Jane Tobbell) in order to investigate the practice of leadership in response to multicultural education in a Cypriot primary school. A written permission for conducting this research has been obtained by the Ministry of Education and Culture of Cyprus (attached).

The headteacher's, teachers', parents' and students' perceptions and beliefs on the following issues are crucial for the research:

- multicultural education,
- school leadership practice,
- school culture and climate,
- parental involvement in school,
- different stakeholders' relationships,
- state's policy on multicultural education.

Your response is very important for this study so as to be able to form a holistic view of the leadership practice and the way multicultural education is practiced in the school context. I would appreciate it if you responded to my request to be interviewed and thus participate in the study by signing the form below.

I assure you that all your answers will be kept anonymous (fictionalise about the school, use nicknames) and will only be used for the purposes of this study. All data collected will be confidential and safely kept during and after the study by the researcher. My interest in this study is based on the beliefs, perceptions and behaviour and not on the participants' identity at all. Participating in the study is absolutely volunteer and you can end your participation any time you wish. You could be informed of the results of the study if you wish.

Thank you in advance

Yours sincerely,

Thanasis Savvidis

Declaration form

I have read the consent letter above and I agree to participate in the study as this is explained. I understand that I am free to participate or end my participation any time I wish without being obliged to give any reasons for my decision.

Name: **Sign:**

I would/wouldn't to be informed about the results of the study.

Email:

APPENDIX 2

Instruments, participants, products

A summary of the different instruments, participants and products of the data collection strategy of the research is presented in the following table which includes all the data collection methods, the data sources, the aims that each data source addresses and the data form/type of each one. What has been difficult in constructing this table was matching the aims with the data sources because ultimately I have acknowledged that all data sources could provide evidence for all of my research aims. This is why all three research aims are addressed at each data source in the table. Nevertheless, I have indicated (underlined) those aims that could mostly be addressed by each data source.

Data method	Data Source (number of participants)	Research aims covered	Data Form/Type
Interviews	Headteacher (two interviews)	<u>1</u> , <u>2</u> , <u>3</u>	Field-notes Taped interviews Transcripts
	Teachers (5)	<u>1</u> , <u>2</u> , <u>3</u>	
	Parents (2)	<u>1</u> , <u>2</u> , <u>3</u>	
	Inspector	<u>1</u> , <u>2</u> , <u>3</u>	
	Students (11)	<u>1</u> , <u>2</u> , <u>3</u>	
Open Questionnaire	Teachers (3)	1, 2, 3	Written notes (answers)
Observations	<u>School Environment</u> Classroom design (layout, decoration, students' seats and groupings) Notice-boards School location (socio-economic situation) Artefacts and materials	1, 2, 3	Drawings and diagrams Field-notes Documents Photographs Transcripts
	<u>School culture</u> Students' socialization (games,	<u>1</u> , <u>2</u> , 3	

Data method	Data Source (number of participants)	Research aims covered	Data Form/Type
	<p>friends, companies, Teacher – child interactions Teacher – teacher interactions Teacher – headteacher interactions Celebrations, festivities Staff meetings</p> <p><u>Headteacher's Leadership</u> Headteacher's visits into the classroom Headteacher – teacher interactions Headteacher – parents interactions Headteacher – Ministry's representatives interactions (inspector, administrator, superintendant)</p> <p><u>Staff meetings</u> Four meetings were observed and audio taped.</p>	1, 2, 3	
Conversations	<p>Pupils</p> <p>Teachers</p> <p>Support staff</p> <p>Headteacher</p> <p>Parents</p>	<p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p> <p>1, 2, 3</p>	Field-notes
Concept Maps	<p>Teachers (6)</p> <p>Headteacher</p>	<p>1, 2, 3</p> <p>1, 2, 3</p>	Taped discussion Transcripts
Documents	<p>Worksheets</p> <p>Text books</p> <p>Letters home</p> <p>Ministry's reports and circulars</p> <p>Performance reports</p> <p>Staff meetings' minutes</p> <p>Parent's Committee minutes</p>	1, 2, 3	Photocopies Web

APPENDIX 3

Headteacher's interview plan

1. Can you give me a brief description of your carrier and professional experience as a teacher and headteacher?
 - a. *Years of teaching and leading experience.*
 - b. *Academic achievements.*
 - c. *Years in this school.*
2. What is the synthesis of the teachers', students' and staff's population in your school?
 - a. *Numbers and percentages of diversity.*
 - b. *Countries of origin.*
 - c. *Diversity of: Cultures? Religions? Ethnicities?*
3. When did the school begin to have this multicultural nature? Can you give me a brief historical background?
 - a. *Year and numbers of students.*
 - b. *Reasons for the increase of diverse students.*
4. How is the school structured and organized?
 - a. *Diverse students' organization into classrooms.*
 - b. *Number of diverse students per classroom.*
 - c. *Special classrooms (Reception? Language? Special education?)*
 - d. *Curriculum for diverse students.*
 - e. *Teachers' organization. Special teachers.*
5. Is the school's structure and organization supportive for the implementation of ME?
 - a. *If yes, how?*
 - b. *If no, why not?*
6. Which is the meaning (essence) of ME for you?
 - a. *Perhaps a definition.*
 - b. *Targets.*
 - c. *People involved.*
 - d. *Process of implementation (in general).*
7. Which is the school's policy on ME?
 - a. *Inclusion of diverse students.*
 - b. *Teaching and learning.*
 - c. *Student's outcomes*
 - d. *Students' relationships.*
8. Which are your main (general) pedagogical aims for the school?
 - a. *How was each one generated? (Own beliefs? State's policy? School's needs?)*

- b. The status (value) of ME in the headteacher's aims.*
9. What targets do you have regarding ME in your school?
- a. Issues of focus and importance) for ME.*
10. How do you plan to achieve these goals? Which is the process of implementation?
- a. Plan – Vision – Strategy.*
b. Acts and practices of leadership (examples of activities/practices where necessary).
c. Examples of teaching and learning about ME in the school.
11. Do you involve the teachers and staff in this process? How?
- a. Headteacher's – Teachers' relationship and collaboration in implementing ME.*
b. Ways to involve teachers in decision making and in the implementation of ME.
c. Valuing and empowering teachers.
12. Do you think that the community and parents have a role to play in the implementation of ME in your school?
- a. Why? How?*
b. Do you encourage parents and community members to be involved in the school planning, activities and decision making?
13. What is the role of local officials (Ministry of Education) in the implementation of ME in your school?
- a. Working with the local officials*
b. Support (advice, CPD, pedagogical material, finance, etc.)
14. How would you describe your school's culture (climate)?
- a. Relationships among all stakeholders in the school.*
b. Celebrations, festivities, ceremonies organized.
c. Diverse students' relationships.
d. Teachers' reactions to change/implementation process.
e. Ways to maintain a positive school climate.
15. Do you think that the teachers of the school have the necessary multicultural competence needed to accomplish the targets of ME?
- a. Teachers' beliefs, sensitivity, knowledge on multicultural issues.*
b. Ways to support or increase their competence (CPD, activities, teaching and learning material).
16. How does each of the following affect your decisions in implementing ME in your school?
- a. Teachers' beliefs and multicultural competence.*
b. Parents' perceptions.
c. State's policy.

d. School's culture.

17. Is ME significant for the teaching and learning process in your school?
18. Is ME related to the students' academic achievement?
19. Do you face any problems in the process of implementing ME in your school?
 - a. Teaching and learning.*
 - b. Strategy planning.*
 - c. Acting.*
 - d. Relationships with stakeholders.*
 - e. Negative climate, resistance, prejudice.*
20. Which are your expectations for students, teachers, school, society regarding ME.

APPENDIX 4

Teachers' interview plan

A. Multicultural Competence

1. What is your professional and academic experience as a teacher?
2. What is your meaning of the term 'ME'? (Definition, aims, related issues).
3. Would you describe your school as being multicultural (where ME is implemented effectively)? Explain why?
4. What would you suggest as ways to make your school more multicultural?
5. What are the advantages and disadvantages of teaching in a class with a high percentage of diverse students?
6. List some of the activities you use to implement ME in your classroom.
7. How sufficient do you feel to implement ME in your work? What makes you feel that way?
8. 'My student's diversity has or does not have an impact on the process of teaching and learning in my classroom'. Which best describes your practice?
9. How do you evaluate student's outcomes (in relation to ME's targets)?

B. Leadership practice and strategy

10. How is ME planned, organized and implemented in your school? (Refer to the process, persons involved, decision making, planning and acting).
11. Which stakeholders/persons inside and outside the school have a role to play in the implementation process analyzed in q.4? (Explain each one's role).
12. Which are the targets your school set for ME this year?
13. Describe some of the activities your school have organized (or planned) to achieve these (implementation of ME) targets.
14. Which ways does your headteacher use to support the teachers in implementing ME in the school?
15. How do you involve the parents into the process of implementation?
16. What is the Ministry's (state's) role in the process?

17. Are there opportunities for professional development in this issue inside and outside your school? (What is the headteacher's role?)

APPENDIX 5

The headteacher's 1st interview (transcription)

Can you give me a brief description of your carrier and professional experience as a teacher and headteacher?

I have graduated from the Pedagogical Academy of Cyprus in 1973. In 1999 I have been awarded the degree of BA in Education by the University of Ioannina. I have worked for 23 years as a teacher, 4 years as a deputy and now I am in the 6th year of my service as a headteacher at this school.

What is the synthesis of the teachers', students' and staff's population in your school?

There are 20 teachers appointed to work in my school, 17 female and 3 male. We have 250 students this year of which only 32 are Greek-Cypriots and the rest are from other ethnicities. In percentages, the Greek-Cypriots are 11% and the diverse students 89%. The majority come from countries of the former Soviet Union (Russia, Ukrainian, Letonia). We also have students from Great Britain, Bulgaria, Romania, Finland and Syria. There is a graphic representation of the population and I can provide you with a copy later. Oh, we also have students from Lebanon this year.

When did the school begin to have this multicultural nature? Can you give me a brief historical background?

The number of non-Greek-Cypriot students in the school increases rapidly since 2000. Before that year there have been a maximum number of non-indigenous students per classroom. The decision was made after the community's, Parent's Union and the Ministry's agreement since the local's (community and parents) were against the enrollment of an uncontrolled number of non-Greek-Cypriot students. The maximum number that had been set was 5-6 non-Greek-Cypriot children per classroom. Since 2000 though, and because of the overpopulation of outlanders in the area, they revised their decision and policy and accepted the enrolment of all students, which is what happens until today. I remember when I was first appointed to this school as a deputy in 1998, that the maximum limit of 5-6 non-Greek-Cypriot students per classroom had been active. When I returned as a headteacher, 3 years later, it had already changed.

What was the reasoning behind their decision of having a limit of non- Greek-Cypriot students per classroom?

Their intention was to prevent what happened today, having a school with a vast number of non-Greek-Cypriot students, a school where the Greek-Cypriots would be the minority. Many parents have decided to transfer their children to other schools in the district because of the change of policy in the enrollment of non-Greek-Cypriot students. My opinion is that it was unnecessary, but I don't know what there reasoning had been. That's why today there are only 32 Greek-Cypriot children in the school.

Was this fact (students' transfer) related to the school's policy at all?

No, apart from being a state's policy to accept any non-Greek-Cypriot student that could be enrolled in the school, since his/her family was an inhabitant of the community. Nothing else! Look, those parents didn't want their children to be involved with the diverse students. Should I call it racism, xenophobic...a bit of both? Today, though, we observe the other way round. Parents who transferred their children are returning back to our school. Perhaps in time they changed their perceptions, view things differently and understand that there no particular problems to the school because of this.

How is the school structured and organized?

We have 13 classes at the school plus 3 classes of the reinforcement teaching (for non-Greek-Cypriot students). The reinforcement teaching is provided in three levels of achievement depending on children's mastering of the Greek language. Level 1 is for the children that do not speak Greek at all, level 2 is for the children that speak a few Greek but cannot write in Greek and level 3 is for children that can read, speak and write but need support to reach the Greek-Cypriots (language) level. These levels (groups) are not static. Children may be transferred from one level to another in accordance to their progress or to terminate their reinforcement time if they reach at a satisfactory level. The reinforcement teaching is provided for two periods per day for each level. Three teachers are appointed to teach in these three groups (one at each). This year we faced a problem with the large number of students in the first level. Since we can't have more that 8 students per level I managed to save time and form two classes of level 1 at the start of the school year. At a later stage we evaluated the children's progress and transferred those who achieved to the

next level. Also, some of the children were considered as ready to stop the reinforcement teaching. So, today we have only 3 classes again (one at each level).

Even though the Ministry of Education and Culture provides the school with enough extra hours to use in the reinforcement teaching, there is no help regarding the staffs' professional development, the educational material and other educational aids to use in our teaching. We managed to produce our own teaching material for the reinforcement classes. We collected the work of all the teachers in the school and printed 3 handbooks. We also distributed these handbooks to the rest ZEP schools of the district. The handbooks were based on the teachers' experience working with diverse students and on the limited published books sent by the Ministry.

Which is the meaning (essence) of ME for you?

The way ME is implemented in Cyprus, I believe that we ought to respect the culture of non-Greek-Cypriot people, but at the same time they should respect ours and follow our educational system. We have to demonstrate ME in all of our school activities and celebrations in the classroom and out of it.

The importance of ME is high. There must be mutual understanding, respect of each others culture and acknowledgment of children's diversity. But, we demand that they (non-Greek-Cypriot) respect our own culture and traditions. In this school we feel that there is a possibility not to worry whether the non-Greek-Cypriot students will be accepted by the Greek-Cypriot but the other way around; if the non-Greek-Cypriot students will accept the Greek-Cypriots who became the minority in the school. We are facing such a problem with the children from Great Britain. They are indifferent of learning Greek and avoid communicating with the rest of the children. They have made a group and have isolated themselves from the rest of the children. We try hard to change this but unfortunately we didn't succeed yet. Their parents are also grouped and when they wish to speak to me they come as a group, not individually. I did not accept that since I believe that the only group representing all the parents is the Parent's Union. The rest are welcome to come to the school and meet me individually whenever they wish. Not as groups though. This is what I implied before, that we accept and respect the diversity of non-Greek-Cypriot students, we

don't want to assimilate them, but we also demand that they accept and respect our culture. This becomes more important in schools such as ours, where the diverse students are more than Greek-Cypriot students.

How do you promote ME in the school?

There are several ways. In each subject of the curriculum you can implement multicultural issues. For example, in Geography the best thing to start with is to study about the children's countries of origin. There is the possibility to inculcate ME's issues through the hidden curriculum. Thus, we can implement the study of these countries in Geography. By this, students can learn about the different cultures, invite their parents to the school to talk about their countries and their traditions. It is through this kind of activities that children acknowledge the respect of theirs and others' culture and they learn about them.

Also, we try to give a multicultural perspective to all of our school activities. For example, a demonstration of folklore dances in the school was presented in the Headteacher's Seminar in Poland as a multicultural event. It was a children's performance. They danced different folklore dances from several cultures (existing in the school). I believe the essence of the word intercultural is that each culture, although unique, it also interacts with the other cultures. One gets into another (he shows me by binding his two hands' fingers together), whereas multicultural does not entail this interplay of cultures rather only their existence. The one is dynamic, the other is static. Involving all children (Greek-Cypriot and non-Greek-Cypriot) on the same activities and issues is the right thing to do in ME.

Which is the school's policy on implementing ME?

Every school unit should have a vision. At the beginning of the school year we meet to discuss about our vision of the school for the whole year. We devote the two first staff meetings targeting based on our vision. Our vision this year is to formulate our school into a workshop of learning, where the children feel relaxed and free, can achieve academically and have no psychological bias or problems.

What targets do you have regarding ME in your school and how do you plan to implement them?

The hidden curriculum is the basic way to implement ME and this is also defined during the first two staff meetings. One of the targets we set for ME this year is for the children to learn about the customs and traditions of all the ethnicities in the school population. For example, in the Households subject the children studied different recipes from different cultures. After learning about them, they also cooked some dishes and we all tasted them. When a child sees his/her teachers, headteacher and schoolmates tasting something from his/her culture's cuisine they get excited and feel accepted. In another similar way, the children can learn dances of different cultures and present them to school festivities.

The second aim, which is a constant aim of the school and it is connected to ME's values, is to make the children feel calm and relaxed in the school. Especially when a child is enrolled to the school after October, in some cases even in January or February, it is obvious that he/she will feel worried about his/her new school, teachers and schoolmates. Therefore we try to provide children the appropriate hospitality and make them feel welcome to the school.

In view of the fact that children may enroll in the middle of the school year, I would like to state a problem that occurs. The lessons and the whole organization of the school has already been made based on the numbers (students' and teachers') and the school's needs that had been at the beginning of the school year (September). The enrollment of children after September though, upsets the school's organization. The children need reinforcement teaching but the classes have already been structured and work has progressed as well. I have proposed to the Ministry the formation of a new class, a 'welcome class', for all the children that enroll to the school at a later time. This would be a way to help children become a part of the school's society and increase their ability to communicate in Greek.

What is your policy for these children now?

I try to find some time for reinforcement teaching. Most of them are included in the level 1 group, but this increases the number of children in the class and consequently reduces the time provided per child. My proposal, and I said it live to the Minister as well when he visited our school last year, was to create a new class where a special teacher would be appointed to it. The teacher would teach these children the Greek language and get them

ready for the reinforcement classes. He/she would determine the level of each child and suggest when and at what level each child would be transferred to.

Who are involved in the process and how?

I consider that our school unit is autonomous. Therefore we decide, plan and organize what we think best for the school, but always having the Ministry's assent. The decisions are taken by the headteacher, the deputies and the teachers in collaboration and then they are communicated to the school's inspector (Ministry). We also involve parents directly in the process through the different activities I noted before (learning about different cultures, traditions, languages). The parents and the children like these activities very much. Another way to involve the parents is through the Parent's Union. It appears that the last few years there is an increased interest from non-Greek-Cypriot parents to actively participate in the Unions work. This year 50% of the parents in the Union are Greek-Cypriots and the other half are non-Greek-Cypriot. The Parents' Union is helpful; they are involved in activities that we have planned. We have not involved them in the planning and aiming phase of ME.

What is the community's role in the implementation of ME?

We cooperate with the community in some instances. When we planned the learning of traditional dances we have asked help from a local dance group and they responded to our call. Experienced dancers came to the school and taught the children.

Do you think that the teachers of the school have the necessary multicultural competence needed to accomplish the targets of ME?

Regarding the teaching of the different cognitive subjects (traditions, customs, geographical issues etc), I do not see any difficulty. If there is lack of knowledge in some multicultural issues they can ask the students', parents' or community's help. Yet, there is lack of training in general on ME. The Ministry provides no training at all. It depends on the teachers' sensitivity and willingness if he/she will find and participate in a training program. The teacher's multicultural competence is mostly shaped by their experiences working in the school. They don't have other ways to cultivate their multicultural competence.

Accepting children's diversity depends on the individual's (teacher's) own beliefs and experiences. I think that my teachers accept the diversity in our school. I also believe that they are at a stage further than acceptance, reaching a level of intercultural awareness and respect but I wouldn't say that they have reached the highest level of sensitivity yet.

I have observed my teachers differentiating their teaching in accordance to students' diversity. This is an indication that they acknowledge diversity and respect children's differences. Instead, a teacher could go into his/her classroom, do his lesson without considering students' diversity and leave. Well, not my teachers! They view each child separately, they take into account the child's background and experience and find his/her needs. This is the meaning of acceptance and I am happy that it is happening in my school. This school has become a group, a workshop where we do not distinguish who is Greek-Cypriot and who is not. We view all as children in our school.

How would you describe your school's culture (climate)?

I believe we have an excellent climate. Our relationships are excellent. I try to be distinctive with my teachers. I do not accept tense and disturbance in our relationship, therefore I always try to prevent those. I want my staff to be a strong team, helping and supporting each other. Having good and trusting relationships among my staff has always been a personal target for me. I believe that schools where social relationships are not healthy are not working effectively. It is the leadership's role to manage a good and productive climate. Also, the climate between teachers and students is excellent. When, in a few circumstances, there might be tension in their relationship this is temporary and the good climate is restored soon.

How do you nurture a positive climate in the school?

Besides our relationships in the school (teachers – headteacher), we have others outside the school as well. We have social meetings some afternoons or nights. We go to cafes or restaurants. At these places and under these circumstances is where and when our bonds tighten. You know, when you are away from the school environment you get out of your

typical role as a headteacher or teacher, so we are all behaving in our naturally, spontaneously, and becoming one, a team.

We don't do the same with the parents. We never had any social meetings outside the school. Perhaps there are some positive outcomes also, but I see it differently. When you go out, away from school you behave in a relaxed way, a different way than that you behave at school. There are times that parents might misconceive this and alter their perception towards the teachers either positively or negatively. Anyway, we never had similar social meetings with the parents, outside the school. Some other reasons that discourage us to do this is that most of the parents work many hours, sometimes they have two or even three different jobs and that there is a lack of communication due to the language barrier. That's why I think that even if we try to have this kind of socialization we won't succeed apart from a few cases.

On the other hand, we have a different policy in our school. We arrange for a meeting between the school's staff and the parents in the afternoon once a year. This meeting takes place at the school and it aims on the socialization, discussion about the school work, exchange of views regarding students' work and progress and collaboration between school and home. We also give a multicultural feature to this meeting. After agreement with the Parents' Union we ask the parents to bring a traditional dish of his/her culture to share. So, we collect a variety of different tastes from all the cultures and we have a small buffet at the end of the meeting. They are homemade and this is really a pleasant activity for everyone which brings all parents together in a multicultural activity. It is an opportunity to get to know each other personally and learn about each other's culture.

Are there instances when the parents' perceptions affect the school's policy and planning of ME?

This happens in exceptional instances only. Sometimes there are parents that call upon their own experiences; they recall their own school years to explain a situation. For example, some of the parents might say: 'My teacher had me writing 40 times each word until I learn how to write it correctly, whenever I did a mistake' or 'What are these things you are teaching them about Letonia or Russia? I do not care if my kid knows about them!' Of

course these kinds of reactions are limited and in no way they are not affecting the school's work.

How do you handle this kind of reactions?

I first invite them to the school so we can discuss the issue. A few days before, a male parent insisted that although his son is intelligent, he does not learn because the school does not work in the way his school did. 'Yesterday he (his son) didn't do his homework. Why didn't his teacher punish him? Why didn't he hit him? That's the way I learned my lessons when I was a student', he said. We sat in my office, I offered him a coffee and explained the way our school works. I explained to him that these reactions are not only out of date but also unacceptable in our times. I asked him who helps the child at home. He said that none does because they (parents) do not know the language. I told him that he could learn Greek by his child and that he should support him and understand his needs and difficulties. I assured him that the school is doing the best for all the children following the modern methods of pedagogy and that this is the correct way to progress, not the old one.

How do you get updated with pedagogy and specifically with ME issues?

I have participated in a few seminars and conventions that are usually concerning school leaders. I also read books and articles regarding ME. I communicate the results of any seminar to my staff. In the same way, any teacher who participates in a training program or seminar communicates the activities and results to his/her colleagues in a staffs' meeting. We take account of the findings of these seminars and try to find ways to implement them into our work.

What is the role of local officials (Ministry of Education) in the implementation of ME in your school?

I have said it before, I will say it again. The Ministry of Education thinks that by providing extra hours for reinforcement teaching to the school is done with ME. Well, they are not! ME does not end to this! I unshakable think that the Ministry should organize special training for the teachers at the beginning of the school year at the school site in those schools where ME is a prerequisite. I suspect that now you are going to ask if ME is not a prerequisite for all schools. It is, but not at the same level. It is not as necessary in a school

with five non-Greek-Cypriot students as in another school where the majority of students are non-Greek-Cypriot. That's my opinion; the Ministry in collaboration with the Pedagogical Institute should organize seminars on ME in September. I have suggested this in my different encounters with representatives of the Ministry, the schools' inspectors and in different seminars on leadership. I think that it is not that hard to implement this at least in the schools of the ZEP.

Do you think that teachers not working in a ZEP's school do not need this kind of training?

They do if the number of non-Greek-Cypriot students permits that. Is it better to provide training to a school with less than 10 non-Greek-Cypriot students or to a school with 100 non-Greek-Cypriot students? Of course you can reply to my question saying that those 3 children also need ME. Yes, but there is not so much need for training the staff there.

What should this kind of teachers' training include?

One thing that could be included is the of non-Greek-Cypriot students' integration into the school and a second about the Curriculum which I consider very important. When a teacher doesn't know where to start and where to go is a big problem. Schools without a Curriculum are like ships without a compass. Besides that, a teacher should be informed about the levels of achievement a student should reach, the targets and the subjects of ME otherwise he/she will work incidentally and will be lost.

Such in-service training should also include the presentation of educational material approved by the Ministry. We, as I have told you before, managed to create something on our own (handbooks) although we are not experts on ME or reinforcement teaching. Last, but not least, is gradation. To know that a student who comes to school should pass through different stages, he/she will progress step by step and the teachers must know which these steps are.

I understand that most of what you suggest concerns the integration of non-Greek-Cypriot students and the teaching of Greek language. What about the teaching and learning of ME in general?

You can refer to multicultural issues and values through the different school lessons; Geography, Mathematics, Greek, History, Art. In Greek, for instance there are issues that provide a good basis to involve the parents, to invite them into the classroom to talk to the children about their culture. Unfortunately, in our current Curriculum and in the school books there are not any specific issues of multiculturalism to use, but a teacher can improvise and implement occasionally ME into the other lessons, therefore applying cross-curricular teaching. For example, when examining the role of Russia in the Greek Revolution in the 6th grade's History, the teacher could use this instance to investigate more about Russia's history and the relations (historical, political, economical, and cultural) with Greeks.

Do you face any problems in the process of implementing ME in your school?

Most of the problems we face are situated into the classrooms, in the teaching and learning, where the non-Greek-Cypriot students are underachieving compared to the Greek-Cypriots. The basic cause of this is that the children do not have adequate support and help from their parents. We tried to resolve this problem by encouraging the parents to run the 'Whole Day School', since it provides support to the children and other extra curricular activities. Unfortunately, most of parents do not know Greek and cannot support their children in their learning. You can imagine the difficulties faced when a child has no support from its home, it is obvious that it will underachieve compared to another that it gets full support.

Even though the 'Whole Day School' approach has been a way to offer more support to these children, today we realize that this is not sufficient on its own, since the time provided for differentiation is not enough. At this point it worth noting something related which thrills me when I observe it in my school. That is when some of my teachers provide voluntarily reinforcement teaching and differentiating instruction to diverse students with difficulties in language on their non-teaching time. Actions like this delight me, because through them I understand my teachers' willingness to help these children.

Another problem we face is when we cannot communicate with some of the parents due to language barriers. The Ministry had announced its decision to employ translators for schools such as ours but it hasn't been implemented yet. I don't know if they are going to

do it at the end but there is a big problem. Due to this lack of communication with the parents, many other issues regarding their children remain unresolved. Sometimes, teachers who speak other languages than Greek become the translators.

Also, we have lack of educational resources regarding the implementation of ME. The use of technology and special software could be a significant help in the school's efforts. Today, technology is a powerful tool for teachers and interesting for children. Even though we have some software, they are not of a good quality.

I have no other questions to ask. If you want to add any comments, please do. [...].

Thank you very much for your time.

APPENDIX 6

Teachers’ questionnaire

Dear colleague,

As part of my doctoral studies at The Open University with a research consultant, Dr Jane Tobbell, I conduct research on:

‘Leadership and multicultural education: An analysis of multicultural leadership practice in a Cypriot primary school.’

At this stage I do the pilot study of my research, testing of instruments of data collection, to investigate whether these are appropriate for the main research that will follow the next school year. The survey will use the following data collection methods:

- Interview
- Conversation
- Observation
- Questionnaire (open type)
- Documents

I would appreciate it if you devote some of your time to complete the questionnaire attached. The questions are open-ended so that a rich record of your opinions on the subject is collected. The questionnaire is anonymous and I assure you that any data collected will be used only for the purposes of this investigation.

When you complete the questionnaire, please seal it in the enclosed envelope and return it to the person that gave it to you or post it to the address shown at the top of this letter.

Thank you in advance.

Sincerely yours,

Thanos Savvidis
(Teacher of Primary Education)
Phone: 99XXXXXX

Years of service: Overall: In this school:

2. Describe the process by which planning, organizing and implementing the objectives of ME in your school happened this year (*when was planned, who and how involved in every stage of the process, what was the role of each*). What difficulties, deficiencies or problems you identify in this process? (*Identify difficulties / problems. Suggestions for modification of this process at any stage in order to make the implementation more effective*).

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a small dark speck near the bottom left corner.

3. What is the headteacher's (*general*) role to implement the principles of ME in the school? Describe the: (a) actions, (b) attitudes and (c) characteristics of your headteacher which contribute to the objectives of ME in your school.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and a thin black border around the edges.

4. If you wish to add anything else in relation to the implementation of ME in your school and the role of the headteacher or other stakeholders of education please use this page. *(Problems identified, suggestions for improvement, observations made, etc.)*

[illegible]

APPENDIX 7

Observation schedule – Visits to school

School Visit #1

Date: 29 September 2009

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
9:35 – 10:40	headteacher's office	headteacher, teachers	Preliminary visit to arrange my school visit schedule in collaboration with the principal. Organization, Management, Headteacher's character and leadership style, Relationships.
10:45 – 10:55	yard, staffs' room	teachers, students	Relationships, Students' groupings, School environment.

School Visit #2

Date: 14 October 2009

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
12:15 – 12: 30	school yard, classrooms	teachers, students	Students' groupings and socialization, Students' behaviour, Teachers' behaviour, School climate, Relationships,.
13:15 – 13:55	staff's room (staff's meeting)	headteacher, teachers, ZEP coordinator, ZEP psychologist	CPD at school, Provision for educational resources, State's policy, Collaboration, Decision making, leadership style, democratic leadership, school culture and climate, Relationships, Parental involvement, Teaching and learning, School problems, WDS issues, Organizing school multicultural activities, Safety and hygiene issues.

School Visit #3

Date: 21 October 2009

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
13:15 – 13:55	staff's room	principal, teachers	Leadership style, decision making process, democratic leadership, school culture and climate, organization, management, relationships, school policy.

School Visit #4

Date: 23 October 2009

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
08:00 – 08:35	principal's office	principal	School organization, Principal's character, Management, Leadership style
11:40 – 12:15	staff's room	teachers, children	Teachers' work, School equipment and resources, Student – teachers relationships, School culture
12:30 – 12:50			
12:15 – 12:25	school yard	teachers, children	Managing students' behavior, School culture, Relationships, Teaching and learning, Rules, Cultural activities
12:50 – 13:05			

School Visit #5

Date: 6 November 2009

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
08:00 – 08:35	principal's office	principal	School organization, Principal's character, Leadership style, Management, Handling difficult situations, Parental involvement, School – State collaboration, State policy, School problems
09:00– 09:25	school yard	teachers, children	Student – teachers relationships, School culture, Students' groupings and socializing, Students' responsibilities

School Visit #6

Date: 10 November 2009

10:45 – 10:55	school yard	teachers, children	Student – teachers relationships, School culture, Students' groupings and socializing, Students' responsibilities
11:00 – 12:15	school classroom	teacher	Concept map session 1 and 2 (teachers)

School Visit #7

Date: 16 November 2009

10:55 – 12:15	school classroom	teacher	Concept map session 3 and 4 (teachers)
---------------	------------------	---------	--

School Visit #8**Date: 27 November 2009**

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
07:40 – 08:35	Staff's room	teachers, principal, children	General behavior, Substitutions, School culture and climate, School's policy, Organization, Leadership distribution, Strong and firm leadership, Students' responsibilities Teaching and learning, Parental involvement
09:25 – 10:40	school classroom	teacher	Concept map session 5 and 6 (teachers)

School Visit #9**Date: 1 December 2009**

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
08:45 – 09:30	School yard, GLLC classroom	Teachers, students, GLLC class	Students' – teacher's relationship, Teaching and learning, Multicultural display, Classroom resources, Students' behaviour, Language, School organization
10:25 – 11:40	school classroom	teacher	Concept map session 7 and 8 (teacher and headteacher)

School Visit #10**Date: 5 February 2010**

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
10:00 – 10:35	Principal's office	principal	Principal's character, Management and organization, Parental and community involvement, School festivities, Collaboration with other schools, Students' enrollment, Reinforcement teaching, State's policy

School Visit #11**Date: 26 February 2010**

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
10:05 – 10:35	music classroom	Teachers, students, 5 th grade	Teaching and learning, Students'-teacher's relationship, Student – student behaviour, Multicultural display, Classroom organization, Cultural activities, Language

11:00 – 11:35	cooking classroom	Teachers, students, 6 th grade	Teaching and learning, Students' - teacher's relationship, Student – student behaviour, Multicultural display, Classroom organization, Cultural activities, Language
---------------	-------------------	---	--

School Visit #12

Date: 3 March 2010

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
13:15 – 13:55	staff's room (staff's meeting)	headteacher, teachers	Provision for school resources, Organizing school's multicultural activities, State's policy, Collaboration, Decision making, leadership style, democratic leadership, school culture and climate, Relationships, Hygiene and safety issues, Instructional leadership, Teaching and learning,

School Visit #13

Date: 19 March 2010

13:15 – 13:55	staff's room (staff's meeting)	principal, teachers	Provision for educational resources, Collaboration, Decision making, leadership style, distributed leadership, democratic leadership, school culture and climate, Relationships, Parental involvement, Teaching and learning, School problems, Organizing school activities
---------------	--------------------------------	---------------------	---

School Visit #14

Date: 23 April 2010

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
8:50 – 9:15	School yard	Teachers, students, 5 th grade	Principal – teachers relationships
9:25 – 9:35			School climate, Leadership distribution, Collaboration, School multicultural festivities, School's assembly, School organization School culture, Leadership style Firm leadership, Safety, Students' responsibilities

School Visit #15
Date: 13 June 2010

TIME	PLACE	PARTICIPANTS	THEMES OBSERVED
19:00-20:30	school's new conference room	Principal, teachers, students, parents, community, inspector, administrators	School culture, School environment, School multicultural festivities, School – parents relationships, Rituals

APPENDIX 8

List of documents collected

- Minutes of school staff meetings during the previous two school years.
- Informative letters sent by the school to:
 - Parents
 - Community members
 - Coordinators
 - Inspector
- Statistical data regarding the school population (number of students (non-Greek-Cypriot students), ethnicity, religion etc.)
- Announcements, and records concerning the students' achievements.
- Evaluation data.
- Handbooks used in teaching and learning.
- Handouts of students work in the GLLC.
- MOEC's circulars.

APPENDIX 9

Transcript of a field-note

FIELD-NOTE: #1
DATE: 23 October 2009
METHODS: Conversation – Observation
TIME: 07:45 – 13:00
PLACE: Primary School (school yard, staff’s room, headteacher’s room)

Description of event	Initial notes - Reflection
<p><i>In the headteacher’s office. Time: 08:00 – 08:35</i></p> <p>I stood out of the headteacher’s room waiting until he finishes with his conversation with one of the teachers. He saw me and made a gesture to enter the room.</p> <p>“How are you Mr. P.? What are you into?”</p> <p>“Hello Thanos! Well, here, have a look! All these need to be filled in and sent to the Statistical Service”. He lifted in the air a pack of papers. “They ask information about the number, ethnicity, age, religion and other things about the students.” His discontent with this task was evident.</p> <p>He showed me his desk (actually two tables connected to form a right angle, see sketch below).</p>	<p>character, polite, friendly general behavior</p> <p>open, polite</p> <p>policy documents</p> <p>bureaucracy management</p>

<div data-bbox="263 223 784 501" data-label="Image"> </div> <p>“Here I have my entire programming and school’s overview”, he said showing A4 papers under the glass on his desk. “These are copies of everything I need at any time about the school”. These papers were actually:</p> <ul style="list-style-type: none"> • Teachers’ teaching timetables. • Classes’ timetables. • Students’ number per class • Students’ nationality (in charts) • Reinforcement classes and timetables. • Facts about the teaching of Greek to newcomers. • Emergency telephone numbers. • Teachers’ names and communication information. <p>“When I need something or when I have a demand (question) from the Education Office I have it all here in front of me”.</p> <p>I asked for information regarding the school’s staff. He said that there are 20 teachers in the school. In October though 4 of his teachers are on a leave so 4 substitute teachers are working since September at the school.</p> <p>“This is a big problem for the school. Teachers coming for a short period of time cause operational problems to the school”.</p> <p>Another issue/difficulty for the school program and</p>	<p>organization</p> <p>character</p> <p>proud of his work</p> <p>When and why does the Education Office ask for info?</p> <p>School organization and structure.</p> <p>operational problems</p>
--	---

<p>operation that he mentioned was the appointment of 3 one-day teachers to the school.</p> <p>“Couldn’t the Educational Office appoint a single teacher for 3 days at the school instead of three? I phoned the school inspector, but his answer was that I could manage as is since I am an experienced headteacher”.</p> <p>The school has 2 deputy-headteachers.</p> <p>There are 13 classes in the school. The headteacher wanted to give each teacher at least one of the main Subjects (Maths or Greek) therefore he decided to divide these in two teachers in all classes except the 1st and 6th grade.</p> <p>I asked details about the reinforcement teaching (RT) and the teaching of Greek (TGr) to newcomers.</p> <p>The RT is for children that have some kind of educational need or difficulty in their learning. The school has 9 periods (were 1period = 40 minutes) of RT which is the responsibility of 3 teachers (Evridiki has 5, Haris has 2 and Socratis has 2).</p> <p>The TGr is for children that are newcomers to the school and do not speak Greek. The school has 20 periods of TGr which is the responsibility of 2 teachers (by half to D. and E.). It is provided to children from 2nd – 6th grade and the children are divided in two groups depending on their age (youngsters and seniors). The curriculum and teaching level is the same at both groups.</p> <p>.....</p>	<p>State’s role and management.</p> <p>Communication with officials.</p> <p>School management and practice. What’s his reasoning of doing so? What criteria determine which teacher will get each classroom?</p> <p>School organization</p> <p>How are the teachers appointed for this task? Any special assets, qualifications or train?</p> <p>Which children get this help? How are they chosen?</p> <p>Leadership practice and style.</p>
<p><i>In the staff’s room</i> <i>Time: 11:40 – 12:15</i></p> <p>I went into the staff’s room to record a field-note of my observation and conversation with the headteacher earlier that day.</p>	<p>A sense of work around the room even though it was empty.</p>

<p>There was only one teacher in the room. She was working on the pc. I greeted and she replied. She continued her work while I sat down by the large table in the center of the room. There were sits around this table and it appeared that each teacher had his/her place. Papers, books, and handouts were in front of most of the sits.</p>	School environment and equipment.
<p>There were two copy machines, two pc's, a big bookcase and a table at the corner with different office equipment in the room.</p>	
<p>A few teachers and students would come into the room for a short period of time to do or take something and leave the room. The students that came in the room were very polite, asked permission to enter and thanked the teacher who serviced/helped them.</p>	Student – teachers relationship
<p>“Mrs Y, can you please give me the handouts that Mrs X has at her sit?”</p>	Collaboration
<p>“Yes, of course dear! Here!”</p>	
<p>“Thank you, Bye bye!”</p>	School climate
<p>“You are welcome”.</p>	
<p>Or:</p>	
<p>“Hello Mrs N. Could you please make 10 copies of this for my teacher?”</p>	
<p>“How can I refuse, since you are so polite sweet!”</p>	
<p>.....</p>	
<p>Breaktime Time: 12:15 – 12:25</p>	
<p>A male teacher enters the staff's room holding two toys: a rubber snake and a metallic yo-yo. He shows it to the deputy head saying that he took them away of the hands of two children (he said their names). She replied that student1 is “difficult to handle” the last few days. The</p>	<p>Managing students' misbehavior. a</p> <p>Hierarchy (teacher – deputy headteacher). –</p>

<p>headteacher enters the room. The deputy informs him of the situation.</p> <p>“Bring them to my office. I want to talk to them”, he said to the teacher. The headteacher took the toys. “We must pull the strings on issues like this! If we let it pass they will be out of control until May! Today I visited the 6th grades and talked to them about good behavior. I will visit the 5th grades tomorrow to do the same.”</p> <p>The headteacher left the room. He went to his office and had a meeting with the children. The teacher who reported the incident was present during the headteacher’s meeting with the children. When he (teacher) came back to the room he mentioned that the headteacher lectured the two students in a strict way.</p> <p>Two teachers were in the yard supervising the students during the break. I went close. I asked them about the difficulty of supervising these children during the break time. They replied that in general the children behave decorously. The conversation led to the teaching and learning. The younger (1st year of teaching experience) expressed her stress about teaching in the 1st grade:</p> <p>“The children find it very hard to learn Greek although I have only 11 students in my classroom”.</p> <p>Her colleague comments on that:</p> <p>“Out of these 11 families only 2 of the parents know how to speak Greek. The rest can’t and therefore can’t help their children”.</p> <p>.....</p> <p><i>In the staff’s room</i> <i>Time: 12:30 – 12:50</i></p> <p>At this time there were more teachers in the room (4). One was at her sit correcting her student’s maths’ papers and</p>	<p>Character Handling problems.</p> <p>School culture Relationships Rules</p> <p>Teachers’ believes.</p> <p>Teaching and learning Does the headteacher know that? What is the school’s policy on this issue?</p> <p>Parents’ role.</p>
--	--

<p>she was in silence all the time. It appeared that she was one of the substitutes of the school when I asked her later. The deputy-head was also correcting students' exercise books but was talkative with the other two teachers who were standing most of the time and having a chat about school work, students' behavior and other general issues. There was humor in their conversation.</p>	<p>Substitutes seem to be out of the schools' culture.</p>
<p><i>In the yard</i> <i>Time: 12:50 – 13:05</i></p> <p>The 5th grades were out in the yard dancing in circles of 15 – 20 children (mostly girls). A female teacher (Marina) was at the start of the circle dancing and coaching them. Another teacher (Maria) was standing by the cd-player. She was responsible for the music and was watching the dancing all the time. They danced 3 Greek dances (one that is known in every part of Cyprus and Greece called Kalamatianos and two others that are local dances of Greeks living in Russia called Pontiakos). The atmosphere was nice and the children seemed to enjoy it. There were laughs and happy faces during the process.</p> <p>The boys of the two classes were at the corner of the yard playing ping-pong. A male teacher was supervising them. The teacher asked me if I would like to play ping-pong with him. I accepted the invitation and played a game.</p>	<p>Teachers' – students' relationships. Cultural activities. Respect Teaching and learning. School culture</p> <p>Boys and girls in different roles/activities.</p> <p>Does this occur in other circumstances also?</p>

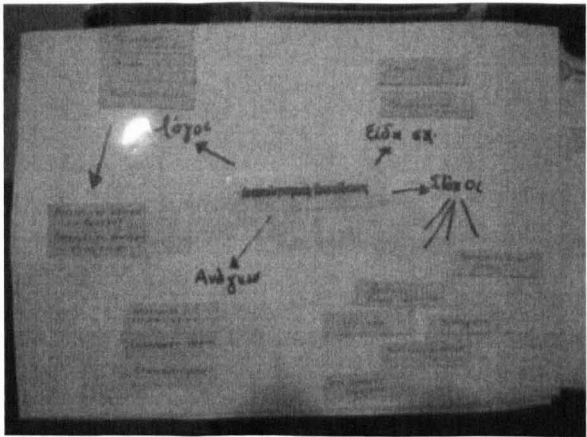
APPENDIX 10

Concept map – transcribed document

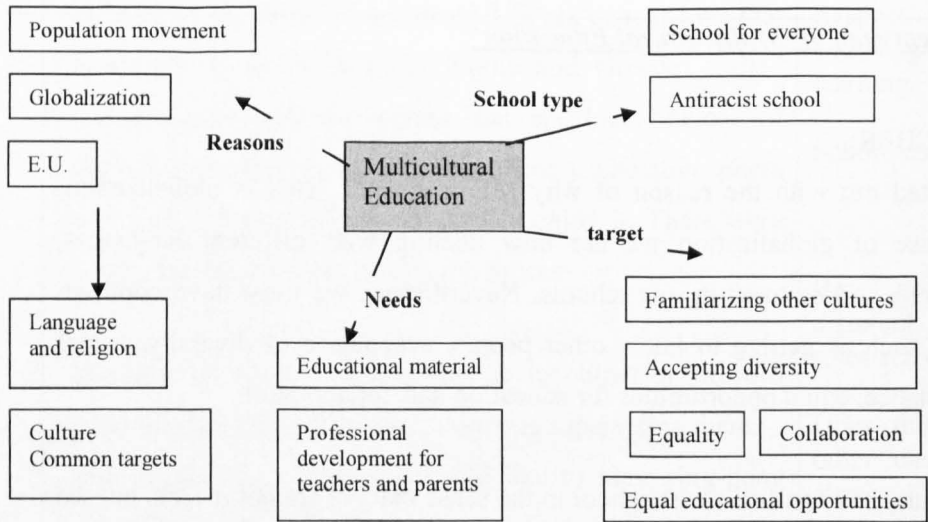
FIELD-NOTE:	#5	T-10
DATE:	8 November 2009	
METHODS	Unstructured interview	
TIME:	9:35 – 10:05	
PLACE:	Special room for reinforcement teaching	

Description of event	Notes
<p><u>Concept map of 'Multicultural Education'</u></p> <p>TEACHER:</p> <p>I started out with the reason of why ME is needed. This is globalization. Because of globalization we are now dealing with different languages, religions and cultures in our schools. Nevertheless, we must have common goals such as getting to know other people, acceptance of diversity, social acceptance, equal opportunities for education and collaboration.</p> <p>We must have an anti-racist school in the sense that we are not racists, but we also accept each others diversity. Not just include them into the schools and ignore them. There is diversity of students in our schools and we should try to do something for them, know each other and learn to accept the culture of each other.</p> <p>Then we have the needs to implement ME. We need appropriate educational materials and teacher training ... even the parents' I would say (fills it in the map).</p>	

Some other (back to PURPOSES) can also be joining the EU, and the mobility of people (writes the relevant tabs on the map).



This is a photo of the first concept map (Multicultural Education). First I asked the teacher to brainstorm any words/concepts about ME on a paper. While she was writing down the words and phrases I copied each one on a small yellow card (to save time). Then, I asked her to form a concept map on a white gelatin by sticking the cards on it and writing whatever she wanted to make links.



Concept map of 'effective school leadership'

TEACHER:

Basically, these are the titles. For example, when I hear about effective leadership the headteacher comes into my mind, so a manager (headteacher) to be effective certainly should lead by example, he/she should show to others through his/her own behavior. Like for example if he/she wants us to be on

time at school but he/she isn't, then this is a negative example for the staff.

An effective manager is the one who cares for the individual performance of each student, he is focused on students' outcomes, interested in the result and in high performance. He/she is also democratic manager who resolves conflicts and problems democratically and creatively. He/She gives initiatives to teachers, lets teachers to take responsibilities and involves parents in the school work. He is the headteacher who exercises participatory leadership, distributes power to all the personnel and utilizes the capabilities of each one.

He/She is anthropocentric in that he/she cares about human relations in the school, creates a pleasant atmosphere and cooperation among teachers.

Finally he/she is interested in the professional development of teachers. Plans seminars in the school both for him and for teachers, uses the technology and provides the school with all means necessary.

(I ask her to review the map and to do what additions or changes she wants. After looking carefully she completes.) These cards ('individual performance of each student' and 'strive for high performance') could be put together in one unit. But all, now that I see it, could get under the sign EFFECTIVE HEADTEACHER. That is, to have an effective school leadership there has to be an effective headteacher with the following characteristics:

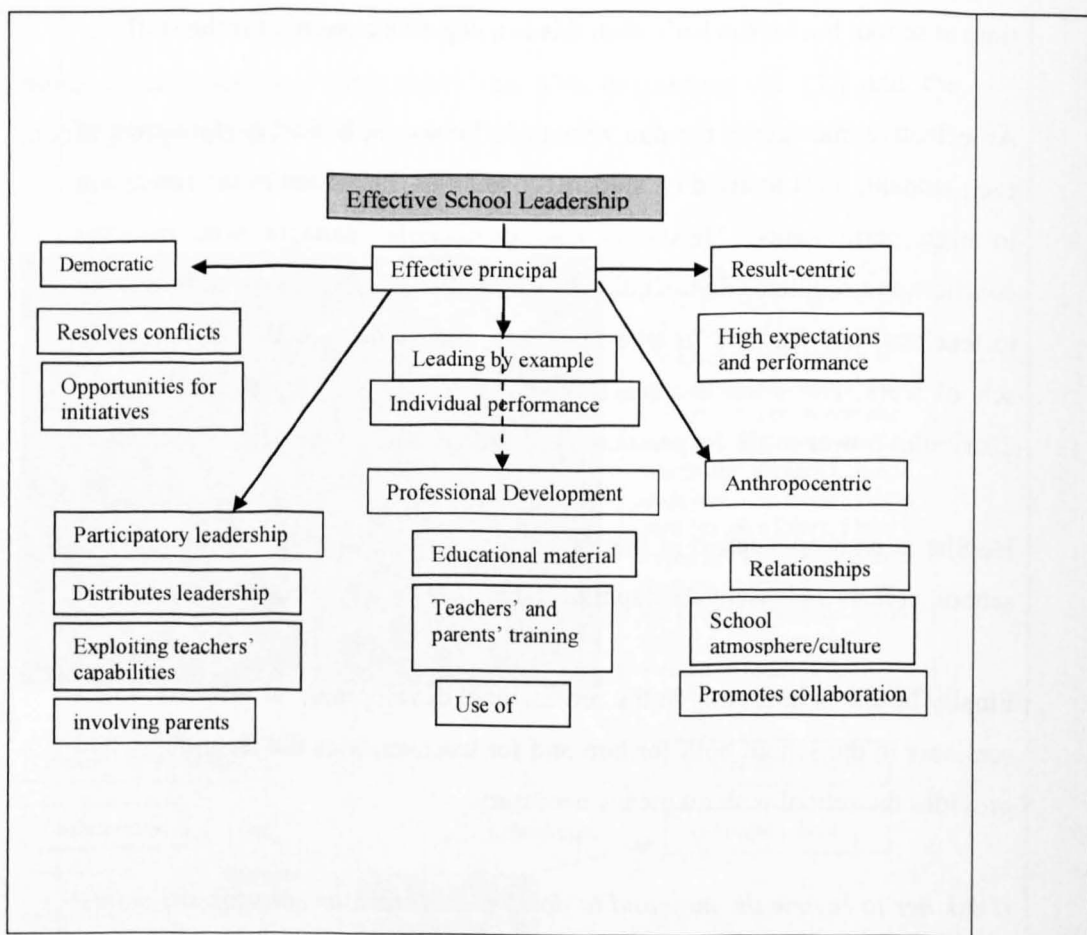
Result-centric

Democratic

Distributes leadership

Provides for CPD

Anthropocentric



APPENDIX 11

INTERVIEW SUMMARY SHEET

<u>Interview's focus:</u>	NOTES																
<p>The interview focused on exploring children's perceptions, attitudes and beliefs on the following issues:</p> <ul style="list-style-type: none">• The school environment.• The school culture.• The school's work and activities.• The students' management and structure.• The different relationships in the school (students – students, students – teachers, students – parents).• The multicultural nature of the school.																	
<p><u>Participants</u></p> <p>All three children were members of their class' elected board. G1 and B1 are non-Greek-Cypriot, whereas G2 is from Cyprus. The table below shows the children's origin.</p> <table border="1"><thead><tr><th>Child</th><th>Father's origin</th><th>Mother's origin</th><th>Year of entrance in Cyprus</th></tr></thead><tbody><tr><td>G1</td><td>Georgia</td><td>Georgia</td><td>2004</td></tr><tr><td>G2</td><td>Cyprus</td><td>Cyprus</td><td>born</td></tr><tr><td>B1</td><td>Lebanon</td><td>England</td><td>2006</td></tr></tbody></table>	Child	Father's origin	Mother's origin	Year of entrance in Cyprus	G1	Georgia	Georgia	2004	G2	Cyprus	Cyprus	born	B1	Lebanon	England	2006	
Child	Father's origin	Mother's origin	Year of entrance in Cyprus														
G1	Georgia	Georgia	2004														
G2	Cyprus	Cyprus	born														
B1	Lebanon	England	2006														
<p><u>Setting</u></p> <p>The interview took place in the Special Education Room that was free at that day. The room was quiet and bright. The children and the interviewer were sited on a circle table and all had eye contact.</p>																	

The interview

The students seemed excited for participating in an interview. They came into the room smiling. At the start of the interview they were a little shy and uncomfortable to talk but after the introductions and the first answers they surpassed this. In fact while the interview was progressing they felt very comfy and relaxed with teasing and laugh occurring from time to time.

They answered all questions and each participant had something to add to the discussion. They appeared to have a good sense of the school's culture and could trace some of the school's problems (hygiene, school yard, teaching and learning) Furthermore they showed that the students' relationships are very good, that they feel happy at school and they have many friends. Differentiation is not an issue for them (their first reaction towards the term 'differentiation' was that there are boys and girls at the school). They espouse the "we are all equal and same – we are all children" motto. Moreover they said that they like their teachers and headteacher very much. They seemed to have regular meetings and opportunities to talk to their headteacher either in the classroom when he visits them or in they yard during the break time. Finally they described some of the school activities that promote multiculturalism in the classroom and in the school in general. Most of them had to do with dancing, singing and presenting customs and traditions.

APPENDIX 12

FIELD-NOTE SHEET

FIELD-NOTE: #3
DATE: 27 November 2009
METHODS: Conversation – Observation
TIME: 07:40 – 08:35
PLACE: Primary School (school yard, staff's room, headteacher's room)

Description of event	Marginal Notes - Memos
<p><i>In the staff's room. Time: 07:40 – 08:35</i></p> <p>I entered the room and said 'good morning' to the three teachers that were in the room. They replied but seemed in tense because 3 teachers were absent from school and some others had to substitute them.</p> <p>On the announcement board there was a handwritten schedule for those who would have to work extra hours to substitute their 3 colleagues. The headteacher had decided who and when to make a substitution. He had written three columns (one per teacher that was absent) and under each the timetable, names of teachers and classrooms they should work.</p> <p>One of the deputies had been appointed by the headteacher to inform all the concerned teachers. She informed those that were in the room at that time and sent a written note (using students as messengers) to the rest</p>	<p>Why do they feel like that? Is it a burden to them? How often does this happen? Why? Teachers' attitudes</p> <p>School's policy – Organization</p> <p>Leadership style – authoritarian or practical?</p> <p>Organized – practical – Informs all teachers about it.</p> <p>Distribution of leadership? Organization</p> <p>Student's role in school management! School culture</p> <p>Leadership style</p>

<p>of the staff.</p> <p>I asked her: “How does this system of substitutions work in your school?” She replied: “Mr. Kostas assigns who and when should work extra each time someone is absent and I keep a record (she shows me a table with the teachers’ names and dates) of all these. There is a maximum of 10 substitutions that each one of us should make during the school year”.</p> <p>Question: “Does the headteacher know about the number of substitutions each one of you have made so far?”</p> <p>Answer: “Yes! I always give him an updated copy of this record. Of course there are instances that one might have worked 6 periods as substitute and someone else none, but by the end of the school year he (headteacher) tries to balance this.”</p> <p>.....</p> <p>Children are entering the staff’s room for different reasons. Mainly to do their teachers’ requests. Some are asking for copies, others are bringing money collected for paying school magazines and transportation fares. The teachers in the staff room are very kind and polite with them.</p> <p>.....</p> <p>At a time when the deputy was not involved with something I found the opportunity and asked her: “How did you find the school S.?” (This was her first year in this school).</p> <p>She said that in general she likes working in this school. One thing she noticed in the 6th grade (her class) was that there is a lack of cooperation with the parents. “There are some particular students which you get the feeling that</p>	<p>Leaders’ authority</p> <p>Based on what?</p> <p>Organization - Being fair</p> <p>Being informed</p> <p>Trying to be fair Keeping balance amongst teachers.</p> <p>I should find out how the teachers see this system.</p> <p>Students’ responsibilities/wills Do teachers employ them regularly for these tasks? Do children like this kind of tasks? Teacher – student relationships Teacher – teacher collaboration and support</p> <p>School climate</p> <p>Parents involvement</p> <p>Students support</p> <p>School’s efforts for parents’ involvement Vs parents ignorance (?) Is this a common remark between teachers?</p>
--	---

<p>they are on their own without any help or interest from their parents. Although I have invited a number of these parents to the school to meet and discuss about their children's behavior and achievement they never came".</p> <p>She continued referring to other problems she faced in her teaching and things she noticed about the children's behavior:</p> <ul style="list-style-type: none"> • Language problem: the students cannot understand enough of what they are reading. For example a small passage of 10 lines from their textbooks is hard to be comprehended. • Not motivated enough: There are times that you feel they don't care about their education or their school life but they would like to be somewhere else. • Good and obliging children: Although they are not the best students, they are kind, polite and when the teacher uses interesting activities to approach them they response and try their best. • Psychological support: Many of the families face economic and social problems due to the fact that most of them are immigrants. "Most of the children live in difficult conditions and they need psychological support that we as teachers cannot provide. I think that the psychologists' presence in the school is not enough". • Bad behavior: Due to the problems in their environment (family, community) some of the children have bad behavior or they are vulnerable in bad behaviors. "I try to eliminate these bad behaviors through discussion and work activities". 	<p>Teaching and learning</p> <p>Students' behaviour</p> <p>Language/communicational problems</p> <p>How does this affect her teaching?</p> <p>Motivation Interest</p> <p>Student's character Obliging</p> <p>Teaching strategies she uses to inspire and motivate students?</p> <p>Social and economic situation.</p> <p>Support (How is it provided in the school?)</p> <p>Critique for state's policy (What does the school do though?)</p> <p>Students' behavior</p> <p>What kind of activities can foster this?</p> <p>Mutual interest about the school (?)</p>
--	---

<p>Another colleague, T-8, joins the conversation. He makes a comparison of this year's 6th grade students with those in the previous year. He finds that this year's students are much better in their behavior (he has been working in the school for 4 years). "They are not uncontrollable (this year's). If you find the right way you can manage them".</p> <p>.....</p> <p>T-4 was completing some certificates to give out to the children that participated in a school's poem competition about Children's Rights. I ask about this activity.</p> <p>"Well, the headteacher wanted us to participate (as a school). He is very fond of these competitions". The students from 3rd to 6th grade participated in this contest. Their teachers distinguished 3-4 poems, the best of their class and then a committee of teachers decided to award one of each class. All children that have participated though were given a certificate.</p>	<p>Improvement (?)</p> <p>Teaching and learning strategies to facilitate this? Relationships</p> <p>Appraisal Teaching and learning Humanistic education</p> <p>Leaders' aim, policy or schools? (Evidence of her disagreement on this issue).</p> <p>Why not students being involved in the process?</p> <p>Appraisal</p>
---	--

APPENDIX 13

Set 'Headteacher' - Free coding from Headteacher's interview 1 (Nvivo)

Appointing teachers responsibilities	Praise
Being aware of things and vigilance (εγρήγορον)	Prejudice
Change	Principal's beliefs and perceptions
Collaboration in school	Principals characteristics
Communication (language) barriers	Principal's Management - Organization
Communicative approach	Principals management-demands
Community Role Involvement	Principal's studies and professional development
Cross-curricular teaching and learning	Problems faced
Curriculum	racism,
Decisions for school policy	Reading writing talking
Differentiation	Reinforcement class
Difficiencies	Relationship Teachers-Principal with parents
Emotional teaching	Relationships Principal-Teachers
Enthusiasm	Relationships Teachers-Students
Equality Respect of diversity	Resources
Ethical education	Resources and teaching material
Evaluation	School activities and celebrations
Experience factor	School Culture and Climate
Experimenting	School demographics
Having control of things	School improvement
Helpful	School stakeholders' cooperation
Implementation strategies and process	School structure
Inclusion	School's autonomy
Innovation	School's multicultural nature
Involving Parents in school	Staff's meeting goals and issues
Lack of resources	Staff's meeting with parents
Lack of support	State's Policy
Language issues	Strategies
Leadership autonomy	Students' Academic achievement
Leadership practice	Students' achievements
Learning through experience	Students' Psychology
M.C. Act and Skills	Substituting teachers
M.C. Attitudes and Beliefs	Suggestions to officials and stakeholders
M.C. Knowledge	Support
ME connected with diverse population	Targets
Multicultural Competence	Teachers
Multicultural Education	Teaching and learning
Parents	Training CPD
Parents' attitudes - beliefs	Vision

APPENDIX 14

Final Tree Nodes

CATEGORIES	SUBTHEMES AND CODES
Community	<p>Community's role</p> <ul style="list-style-type: none"> Economical and other support Involvement in school's activities <ul style="list-style-type: none"> Supportive in school's activities Teaching of traditional dances Motivating staff to work <p>Perceptions and beliefs about the school</p> <ul style="list-style-type: none"> Acceptance and enthusiasm Antiracism, xenophobia Prejudice <p>Satisfaction for the community's contribution</p>
CPD and Teachers Training	<p>Importance, necessity of teachers' training on ME</p> <p>In the school</p> <ul style="list-style-type: none"> Communicating research results and discussing educational topics Efforts to bring educators in the school Lack of CPD and teachers' training Promoting CPD and training - Encouraging teachers <p>Issues that a training program should include</p> <p>Outside the school (non-working time)</p> <p>Provided by the State</p> <p>State's responsibility for CPD</p>
Critique	<p>Critique about the school's policy on ME</p> <ul style="list-style-type: none"> Involving parents in school policy Organization and strategy Professional development in the school <p>Critique about the State's policy on ME</p> <p>Centralization</p> <ul style="list-style-type: none"> Appointing teachers to the school <p>General policy on ME</p> <ul style="list-style-type: none"> Critique about time-consuming typical procedures of the centralized system / Disappointment! <p>Insufficiency or ignorance / Lack of support</p> <p>Lack of teachers' professional development</p> <p>Reinforcement hours and students' support</p> <p>Theory vs Practice</p>

Practicing ME in the school	<p>Implementation Process in School</p> <p>Motivation (students')</p> <p>Motivation through competitions in school</p> <p>Motivation through interesting projects and programs</p> <p>Philosophy underpinned</p> <p>Spontaneous, non-organized procedure</p> <p>Stakeholders involved in the process</p> <p>School activities (Planning and participation)</p> <p>Strategic planning (targets, procedure, strategies)</p> <p>Systematic and organized!!!</p> <p>Implementation Strategies and Methods</p> <p>Efforts to adjust teaching and learning processes</p> <p>Strategies</p> <p>Antiracism actions / Cooking</p> <p>Customs / Dance / Reading literature books / School activities and celebrations / Singing / Technology</p> <p>Theatre / Use of visual and other resources</p> <p>Teaching and learning approaches</p> <p>Communicative approach</p> <p>Cooperative learning</p> <p>Cross-curricular approach</p>

	<p>Cross-curricular teaching and learning when it is provided by the subject</p> <p>Culturally responsive teaching</p> <p>Learning through students' cultural experiences</p> <p>Differentiation of work</p> <p>Empirical learning</p> <p>Social and Emotional Learning</p> <p>Visits to the local area (learning through experience)</p>
Language	<p>Communication (language) barriers</p> <p>Language communication between students</p> <p>Need of translators to the school</p>
Leadership	<p>Experience factor</p> <p>Lack of time to lead and manage</p> <p>Leadership - Deputies' role</p> <p>Leadership characteristics</p> <ul style="list-style-type: none"> Being flexible Being informed of things in the school Leadership empowering teachers - freedom to act Persistent Praising, encouraging teachers <p>Leadership practice</p> <ul style="list-style-type: none"> Appointing teachers responsibilities <ul style="list-style-type: none"> Leadership - Getting the best out of the teachers Substitute teachers Decision making in school <ul style="list-style-type: none"> Promoting discussion, asking for suggestions Students' participation in decision making Teachers' participation in decision making Innovation <p>Leadership strategies</p> <ul style="list-style-type: none"> Collaboration in school Collaboration with stakeholders <ul style="list-style-type: none"> Problems occurring Communicating with students <ul style="list-style-type: none"> Being informed of classroom work and progress Leadership-Visiting classrooms

	School's assembly
	Coordination and guidance
	Suggestions for action
	Involving Parents in school
	Communicating parents
	Economical support
	In policy matters
	In the school's plan process
	In the teaching and learning process
	(sources of cultural information)
	Leadership autonomy
	Leadership distribution
	Leading through example
	Maintaining a good school climate
	Praising, encouraging teachers
	Promoting CPD and training
	Support
	Lack of support
	Support by specialists
	Supporting stuff in teaching and learning
	Supporting teachers
	Leadership style
	Authoritative - centralized (leadership)
	Democratic leadership
	Distributed leadership
	Loose leadership
	Headteacher's Management - Organization
	Bureaucracy
	Frustration, opposition, pressure
	Handling difficult situations, finding solutions
	Students' misbehaviour / Teachers
	Insufficient time for school management
	Management of teaching hours and teachers responsibilities
	Organization
	Providing time to think for suggestions
	Headteacher's claims-suggestions to the officials
	Provision for resources
	School improvement (practices towards)
	Leadership - Built on previous work
	Staff's meetings
	Targets
	Evaluation of school targets
	Independence from state's targets - school's uniqueness

Multicultural Competence	ME targets in the school
	Assimilation of diversity
	Equality, respect of diversity
	Language learning
	Reading
	Talking
	Writing skills
	Students' comfort - welcoming students
	Student centred targeting
	Vision
	MC Attitudes and perceptions
	A social need
	Acceptance of diversity
	Parents' and students'
	Teachers' and headteacher's
	Assimilation of diversity
	Equality
	Inclusion of diversity
	Respect of diversity
	Antiracism
	MC Knowledge
	Connected to language
	Definition and understanding connecting
	Multiculturalism with number of non-Greek-Cypriot students
	ME definition and understanding
	Understanding
	MC Skills and Act
	Activities
	Celebrating diversity in school
	Cultural activities
	Displaying diversity in school
	Teaching and Learning (different subjects)
	Emotional education
	Personal skills
	Practices and policies
	Teaching and learning
	Be informed of educational issues
	Culturally responsive teaching and learning / Differentiation
	Encouraging and supporting students
	Freedom of communication and speech
	Teachers' lack of experience and training

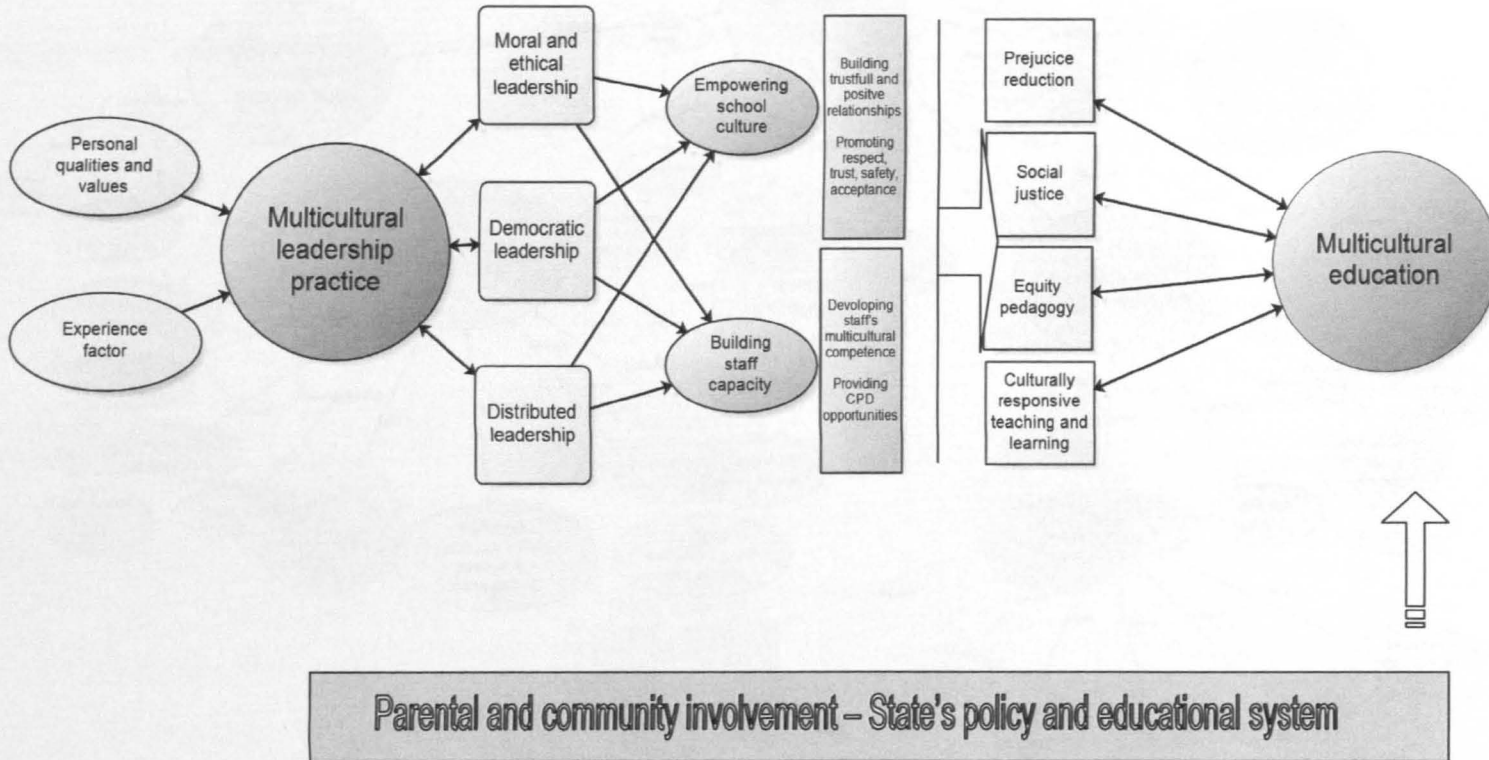
Multicultural Education	Acceptance
	Equality Respect of diversity
	Equality amongst students
	Racism in the school
	Respect of diversity
	Ethical and social education
	Inclusion
	ME Activities
	Cross-curricular teaching
	Culturally responsive teaching
Parents	Involving parents (or community)
	School celebrations (theatre, dance, customs, traditions)
	School's multicultural nature
	Involving Parents in school
	Direct
	In school's planning, targeting and policy
	Organizing-Participating in school's activities
	Visiting school - classrooms to speak
	Indirect
	Parents as data source
	Providing help to students at home
	Parents' lack of interest and will to involve
	School's efforts for parents' involvement
	Lack of collaboration with school
	Parents and School
	Parents' - School's relationship
	Parents' attitudes - beliefs about the school
	Mistrustful about the school (early years) / Respect / Satisfaction
	Staff's meeting with parents
	Importance of communication
	Organized by the school
	Training for parents
	Parents' socioeconomically and cultural status
	Culture's role
	Different values
	Will to learn Greek
	The Parents' Union
	Collaboration with headteacher
	Parents' policy / Targets / Union's role

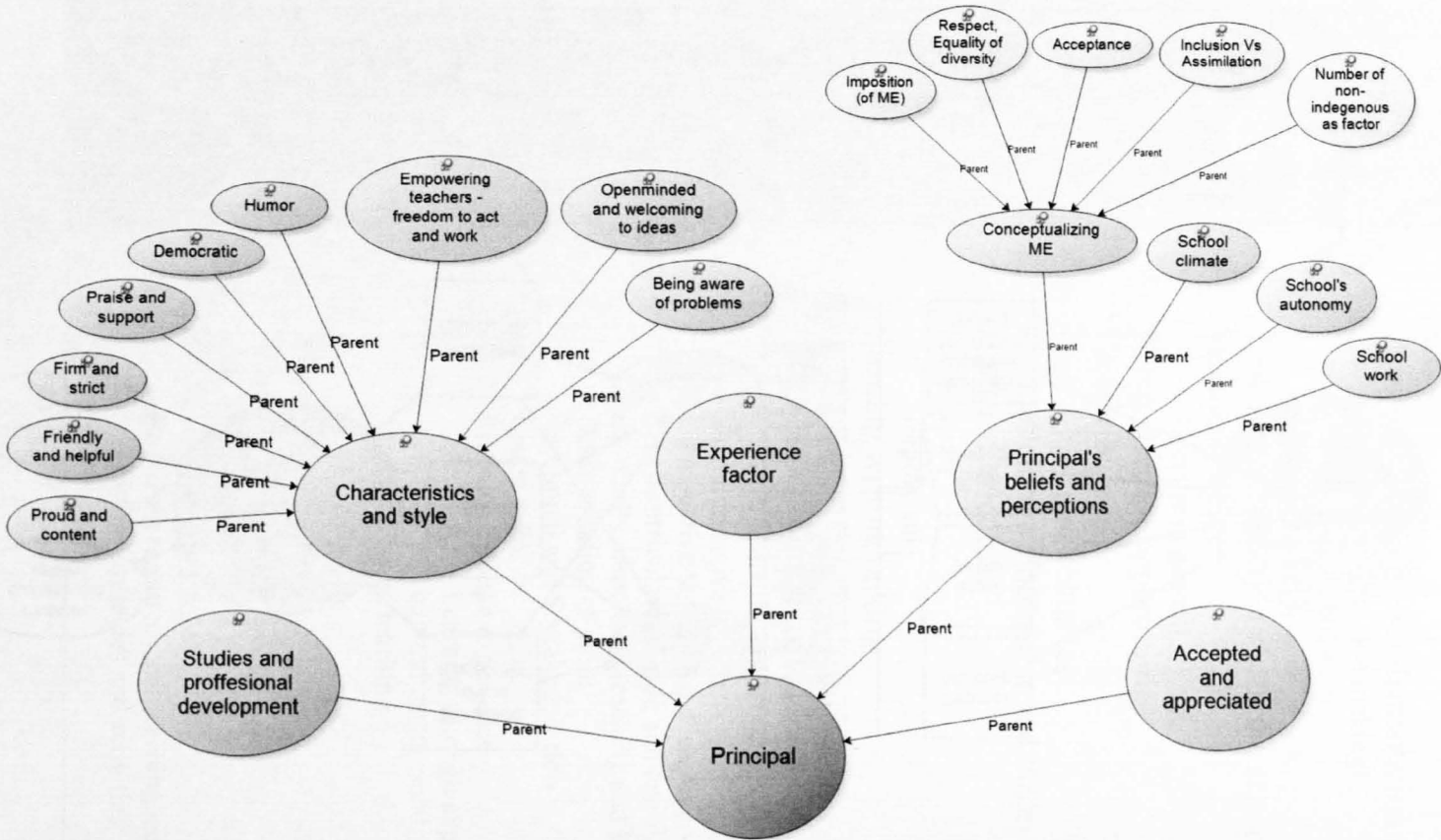
Headteacher	<p>Accepted and loved</p> <p>Experience factor</p> <p>Headteacher's beliefs and perceptions</p> <p>Enthusiasm and proud / Planning, organization</p> <p>Policy / School climate</p> <p>Headteacher's characteristics and style</p> <p>Being aware of things and vigilance</p> <p>Democratic / Diplomatic</p> <p>Firm and strict / Friendly and helpful</p> <p>Humour / Praise and support</p> <p>Proud and contemned / Open-minded and welcoming to ideas / Teachers' freedom to act and work - Empowering teachers</p> <p>Headteacher's studies and professional development</p>
Problems-Difficulties	<p>Lack of collaboration with parents</p> <p>Policy</p> <p>Number of students per classroom</p> <p>Official's ignorance and insufficiency on ME issues</p> <p>Students' enrolment</p> <p>Teachers' lack of experience and training on ME</p> <p>Prejudice - parents', community's</p> <p>School's management</p> <p>Appointing teachers responsibilities</p> <p>Parents - School Communication - language barrier</p> <p>Substitute teachers</p> <p>Teaching and Learning</p> <p>Effort and time to differentiate</p> <p>Lack of resources</p> <p>Language barrier</p> <p>Students' language mastering level</p> <p>Parents' non-interest and lack of support</p>
Resources - Teaching material	<p>Importance of appropriate resources</p> <p>Inappropriate resources used or supplied</p> <p>Lack of resources</p> <p>Provision for resources</p>
Reinforcement Teaching-Welcome class	<p>Aims and process of R.T</p> <p>Insufficiency of hours provided</p> <p>Reinforcement class</p> <p>Resources used in the R.T.</p> <p>Teachers' sufficiency - training</p>

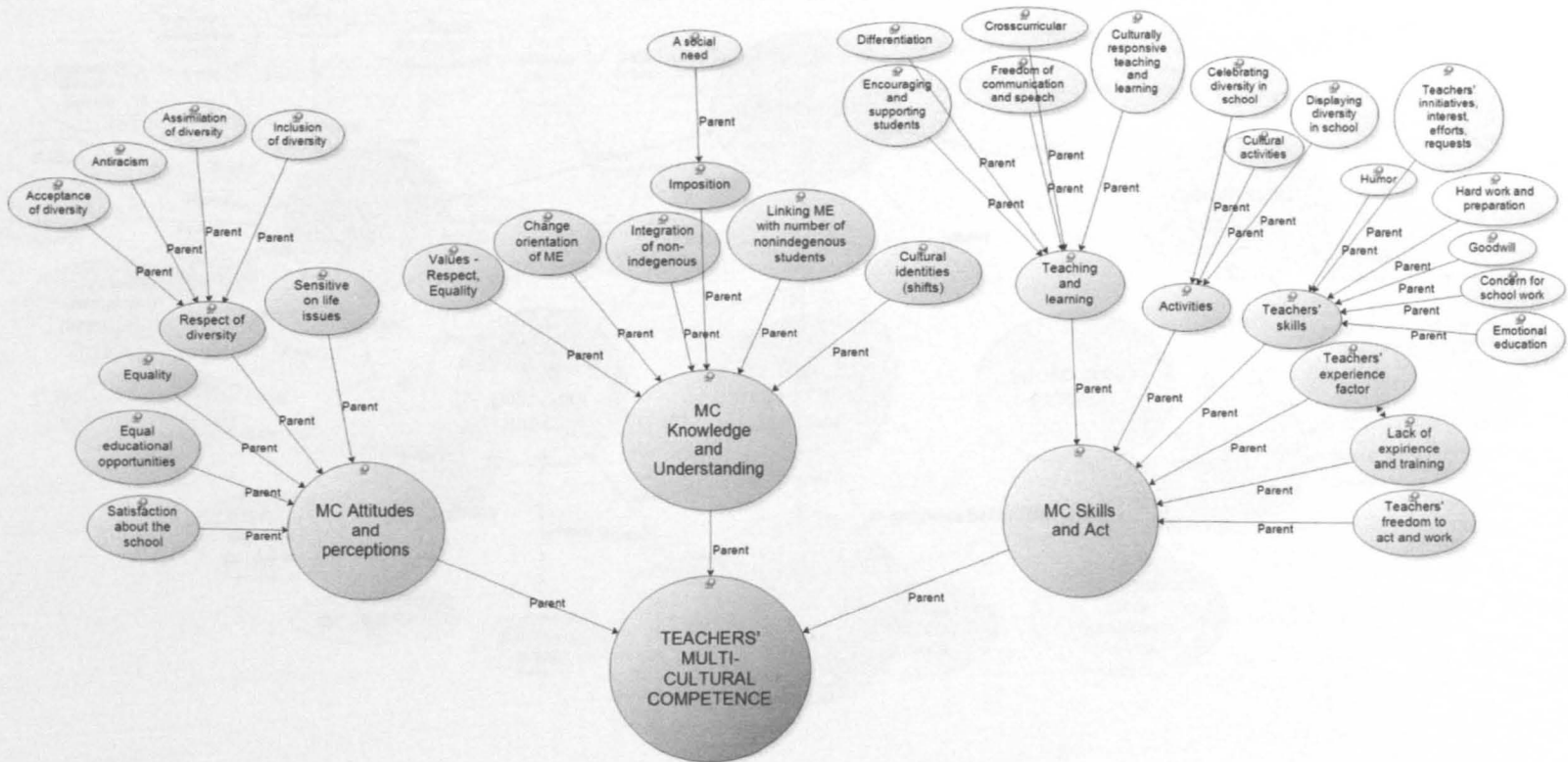
School	<p>Welcome class</p> <ul style="list-style-type: none"> Officials (State) perceptions of a successful Welcome class Parents' perceptions of a successful process Staff's perception of a successful welcome class Welcome class - Continuous evaluation of achievement
	<p>School demographics</p> <ul style="list-style-type: none"> School's multicultural nature
	<p>School infrastructure</p> <ul style="list-style-type: none"> Staff's room and equipment
	<p>School's differences from other schools</p> <p>School's disadvantages</p> <p>School's advantages</p>
	<p>Students' dislikes about their school</p> <ul style="list-style-type: none"> Hygiene issues School organizational issues School's infrastructure and building Students' misbehaviour <p>Students' likes about their school</p> <ul style="list-style-type: none"> Feelings and expressions about the school School activities School's infrastructure and buildings
School culture	<p>Displaying students' work</p>
	<p>Relationships</p> <ul style="list-style-type: none"> Relationship Teacher - Teacher <ul style="list-style-type: none"> Collaboration between staff Conflict or tense situations Good collegial climate Relationship Teachers-Headteacher with parents Relationships Headteacher-Teachers Relationships Students - Headteacher Relationships Student-Student <ul style="list-style-type: none"> Bulling / Collaboration (students) Racism / Respect of diversity – Equality / Students' groupings Supporting newcomers to school Relationships Teachers-Students <ul style="list-style-type: none"> Sense of freedom
	<p>School climate</p> <ul style="list-style-type: none"> Friendly and productive discussion Humour / Relaxed atmosphere / Tense, Frustration
School	<p>Factors for school improvement</p>

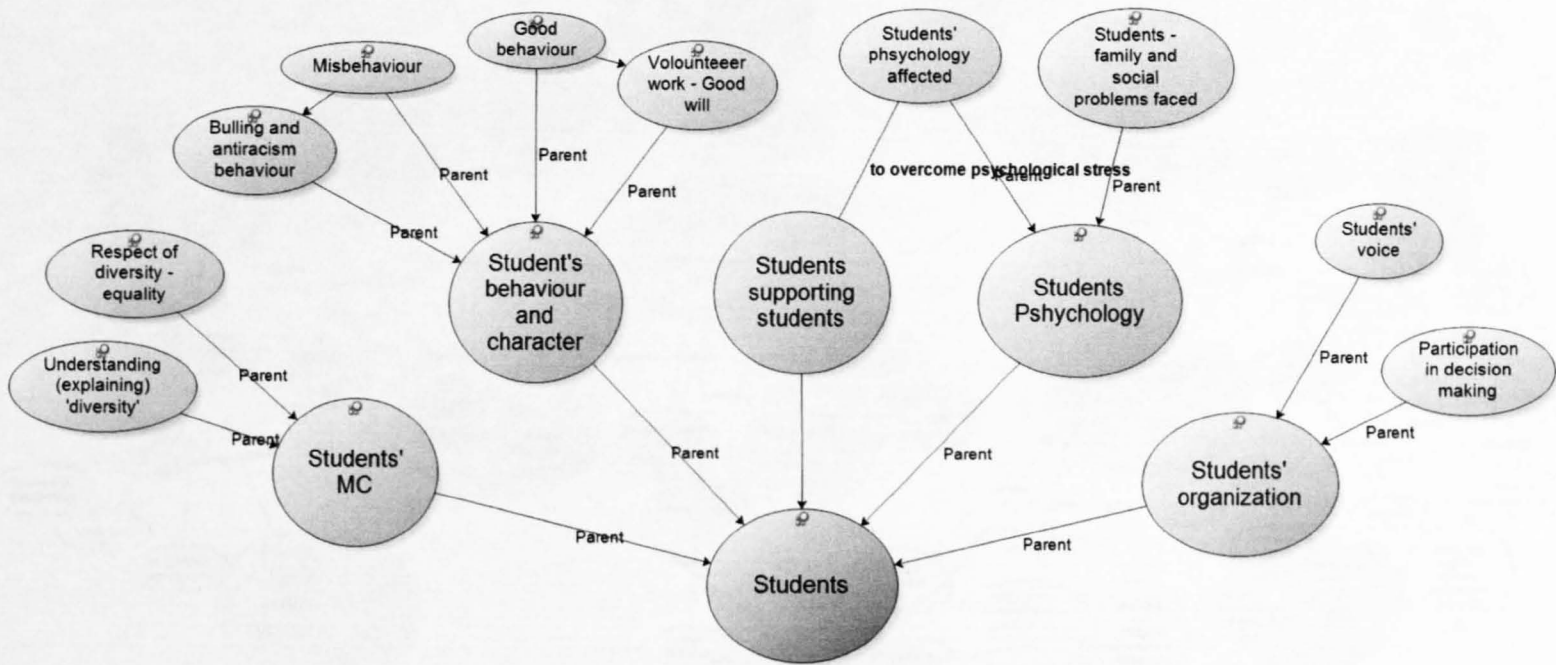
Effectiveness and improvement	<p>Collaboration - Involvement of stakeholders CPD / Leadership / School's autonomy Sustainability</p> <p>School change</p> <p>Changes on perceptions and attitudes Takes time to change perceptions and attitudes</p> <p>Changes on policy Students' efforts to change the school</p> <p>Students' achievements</p>
School's Autonomy	<p>Desired (welcomed by the school) Given autonomy Lack of autonomy Undesired (not welcome by the school)</p>
School's Policy	<p>Decisions for school policy Discipline strategies in school Equality Evaluation School's policy on ME Aims / Not systematic</p>
Stakeholders	<p>Importance of their contribution School stakeholders' cooperation Stakeholders involved Suggestions to officials and stakeholders</p>
State	<p>Centralization Vs School's autonomy CPD and Teachers' Training Lack of support Policy on ME Assimilation - Inclusion Curriculum / Lack of resources / Provision Ignorance - Insufficiency of the system and the officials No motivation Not in contact with the school Reinforcement teaching and language support State's Vision, lack of Students' enrolment in mid-term Students per classroom Statistical data from schools</p>

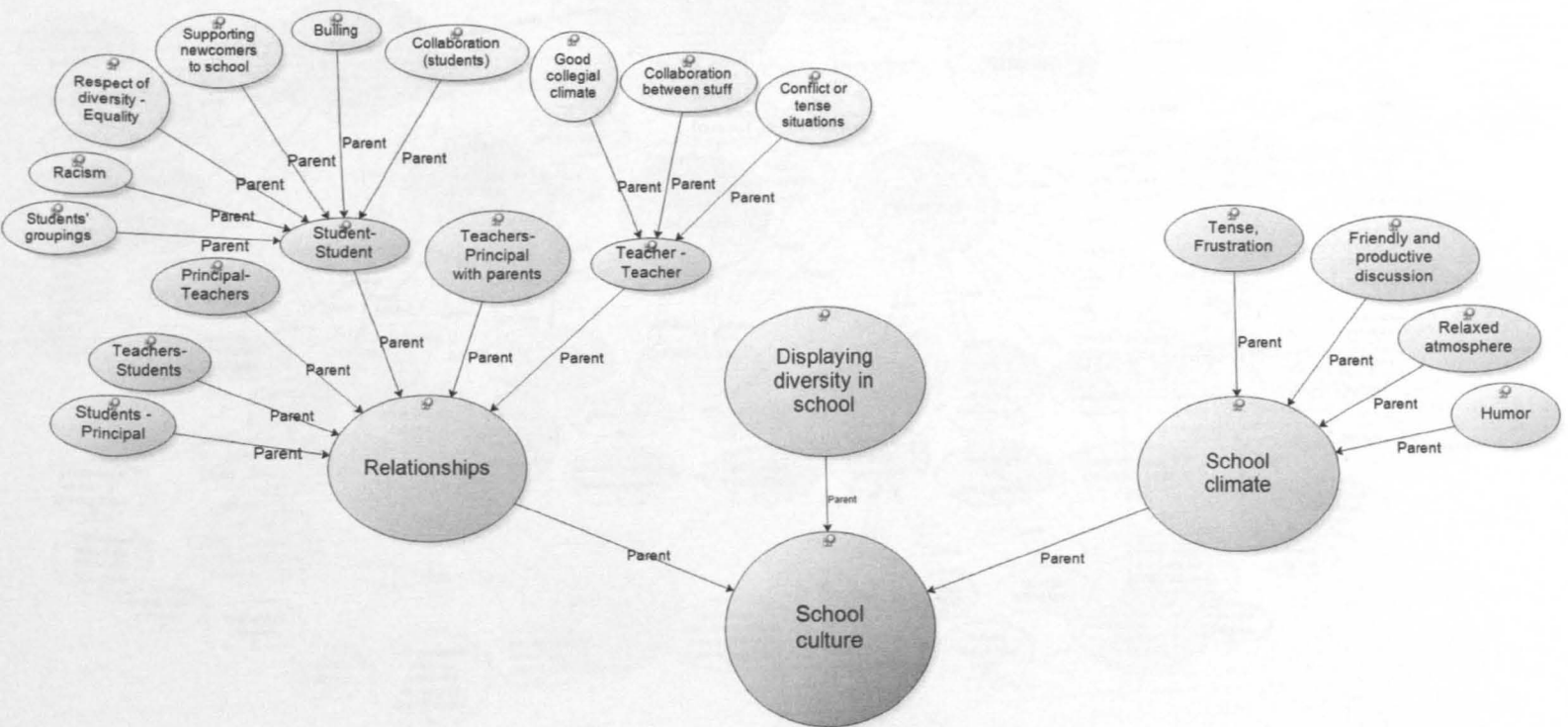
<p>Students</p>	<p>Support Whole Day School</p> <p>Student's behaviour and character Misbehaviour / Nice behaviour Students' bullying and antiracism behaviour Volunteer work - Good will</p> <p>Students' multicultural competence Respect of diversity - equality Understanding (explaining) 'diversity'</p> <p>Students' organization Students' participation in decision making Students' voice</p> <p>Students Psychology Accounted for by school's stakeholders Students - family and social problems faced Students' psychology affected Ways of psychological support provided</p> <p>Supporting students School supporting students Stakeholders supporting students Students supporting students</p>
<p>Support</p>	<p>Economical support from stakeholders</p> <p>Support</p> <p>Supporting students Lack of support School supporting students Students supporting students</p> <p>Supporting teachers Lack of support</p>
<p>Teachers</p>	<p>Lack of experience and training Perceptions about the teachers</p> <p>Supporting teachers</p> <p>Teachers</p> <p>Teachers' characteristics Concern for school work / Goodwill Hard work and preparation / Humour Sensitive on life issues / Stress</p> <p>Teachers' experience factor</p> <p>Teachers' freedom to act and work</p>

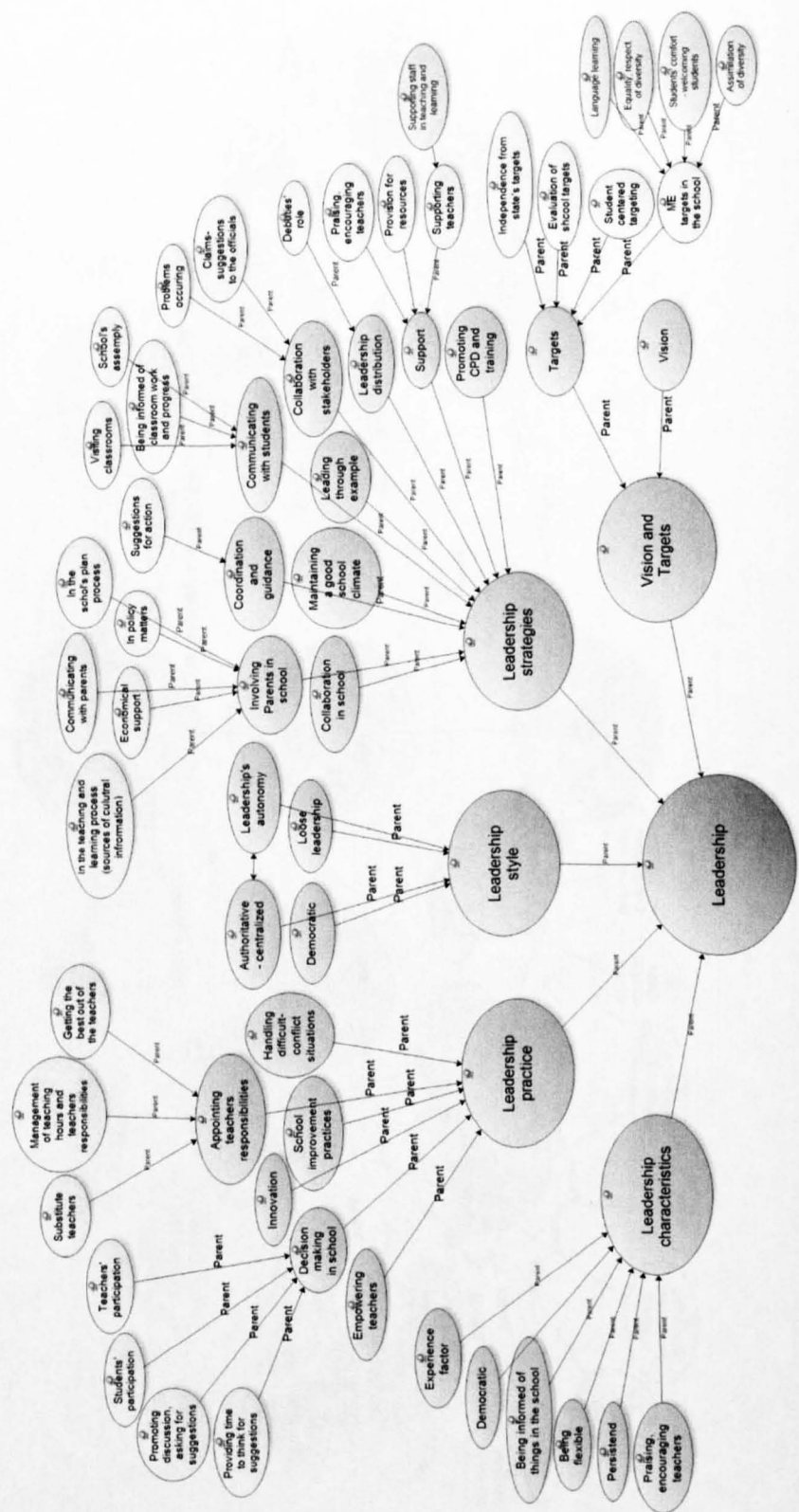


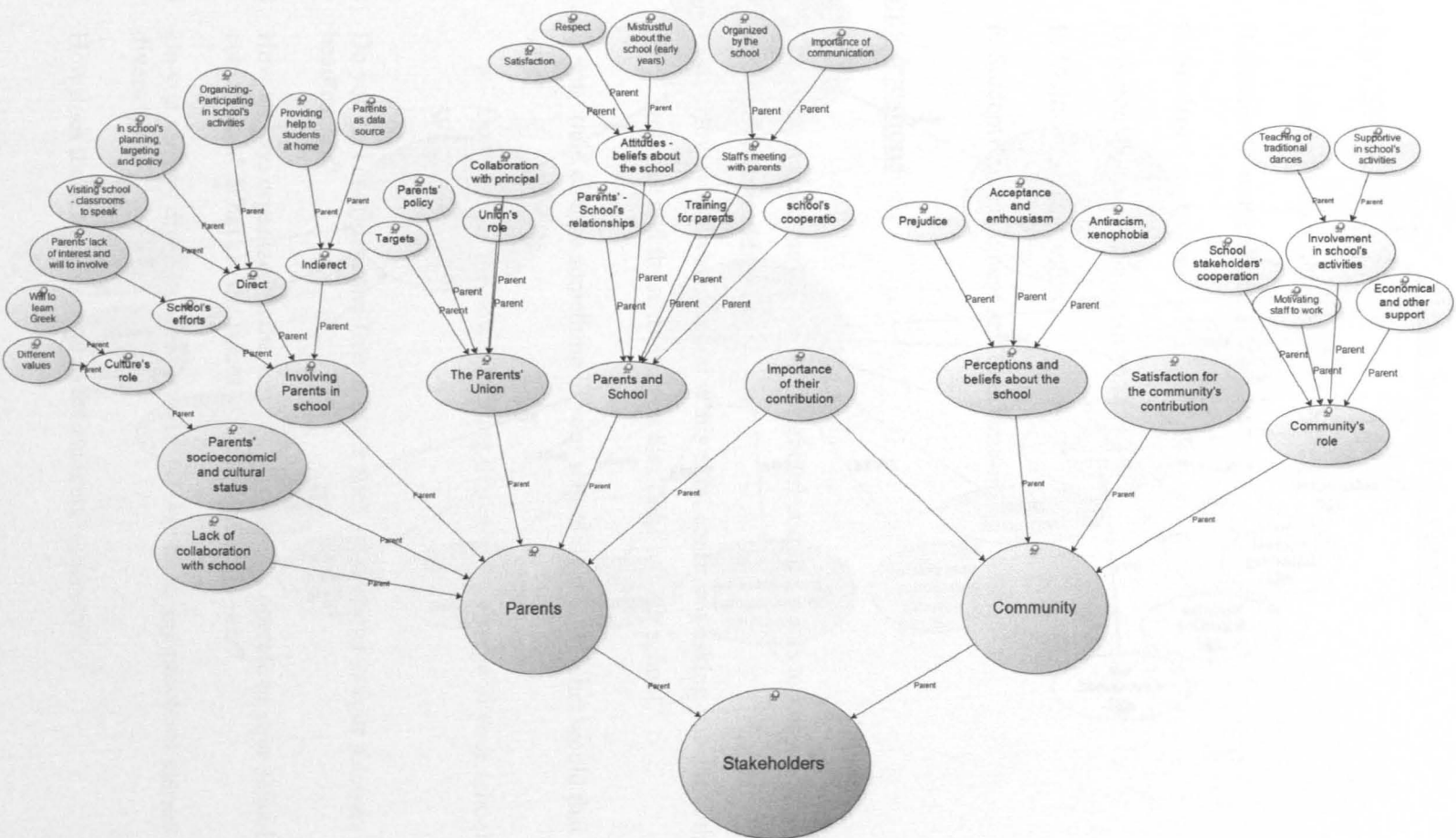


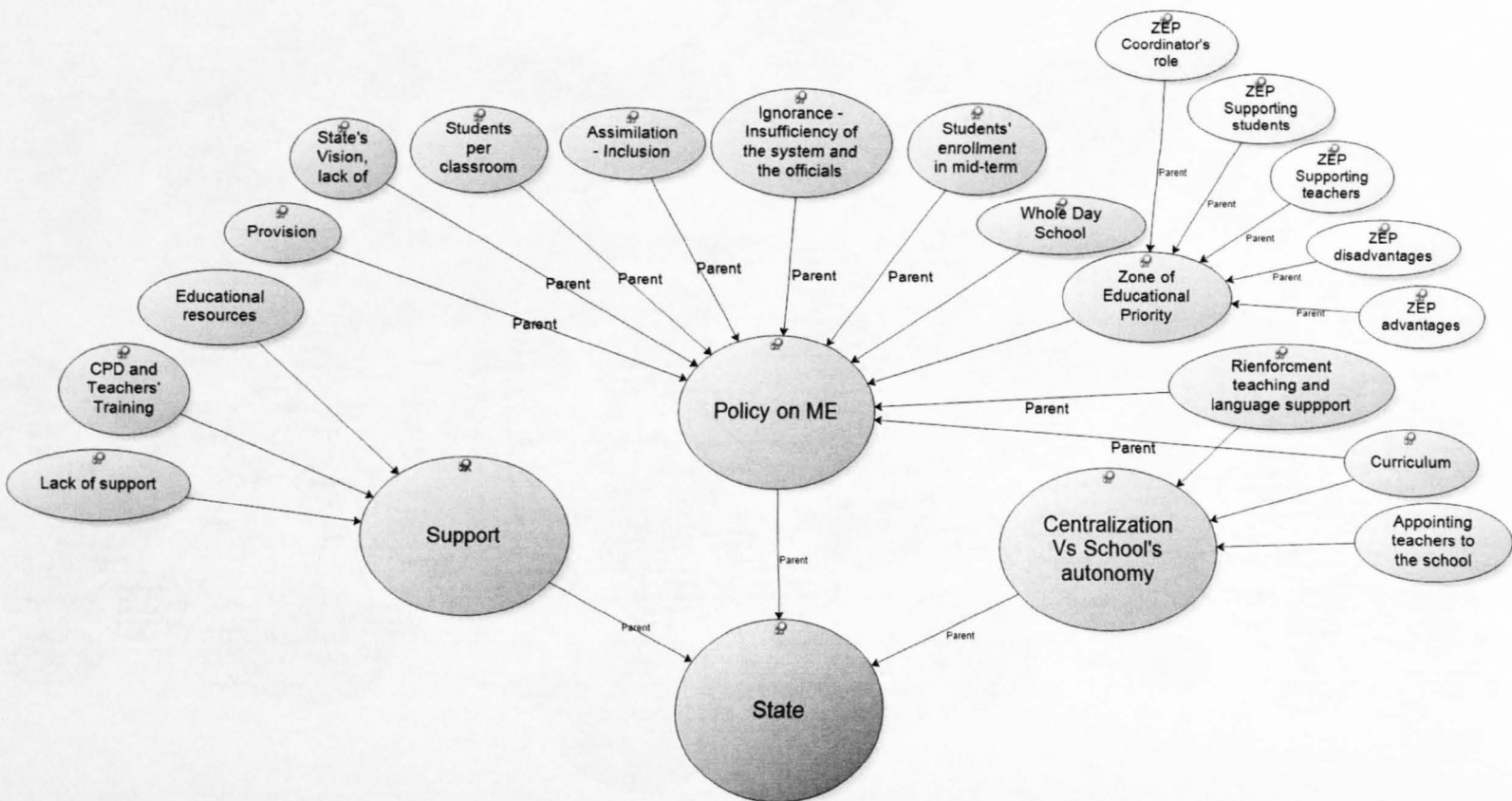












APPENDIX 23

Students' group interview plan

Issues focused on:

- A. School's Multicultural Nature
- B. Student's multicultural awareness
- C. Students' socializing
- D. School culture - relationships
- E. Multicultural activities
- F. Students' management and organization

Leading questions

1. Let us say a child moves in your neighborhood and wants to know about your school. What would you say?
 - a. How would you respond if this child continued asking you about the things you like and those things you don't like in your school?
2. If you could change something in your school right now, what would that be and why?
 - a. Do you have the power to bring this or other change in your school? How? Why?
3. Do you feel confident and free to make such suggestions to your teachers and headteacher?
4. How are you organized in the school? How do you operate in your school committees? What are the issues you discussed this year?
5. Do you see any diversity in your schools? Are there any problems caused due to diversity?
6. How does the school respond to the students' diversity?

7. Which languages are used in your classroom? In the yard? Which languages to you use in your socialization with other students?
8. Who are your friends? Where are they from? What do you do with them?
9. How do you feel about your school/classmates/teachers/headteacher?
10. Do you have opportunities to talk with the headteacher? How? When? What?
11. Do you face any troubles or problems in your school?

APPENDIX 24

Parents' interview plan

Issues focused on:

- A. Parents' Club organization and policy.
- B. Collaboration with stakeholders and school.
- C. Multicultural awareness.
- D. School's multicultural leadership practice.

Leading questions

1. Please tell me about the role, purpose, aims and activities of the Parents' Club?
2. Which are the persons or groups that you collaborate with to accomplish your aims?
3. What issues/problems did you face during the last school year and how did you handle them?
4. What is the level and way of cooperation with the school (headteacher, teachers, students, officials)?
5. How do you evaluate the work of the school?
6. What do you think about the teachers' and headteachers' capacity to work in a multicultural school?
7. How does the school work towards the implementation of multicultural education and equity pedagogy?
8. How are you involved in the school's policy and practice of multicultural educations?
9. Would you prefer a monocultural school for your child? Why?

APPENDIX 25

Inspector's interview plan

Issues focused on:

- A. State's and school's policy on ME.
- B. Implementation process.
- C. School support.
- D. School's multicultural leadership practice.

Leading questions

1. What is the essence of multicultural education in the Cypriot educational system? (Philosophy/Rational/Policy).
2. How is multicultural education applied in the school context? (Aims/Activities/Stakeholders/Process).
3. Which is your (inspector) role in the implementation of multicultural education in the school?
4. Which is the school's leadership role in the implementation of multicultural education in the school?
5. How much freedom the school has to practice ME? (School's autonomy Vs centralized system).
6. How qualified/trained is the school staff to implement ME? Which areas could a professional development program cover? (Opportunities for CPD provided).

7. In what ways do you – as the school's inspector – support the school staff in implementing ME?
8. At what level are the curriculum and school books used in the school synchronized to the values and aims of ME?
9. What is the state's policy on the welcoming of non-GreekCypriot students in the schools? (Support/Language learning).
10. Which problems/difficulties and which potentials/opportunities did you observe about the specific school?
11. How would you evaluate the way ME is implemented in Cyprus in general and in the school in particular?

